



Aboriginal Report 2013/14 - 2017/18

How Are We Doing?

School District 072 Campbell River

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electronic version of report: www.studentsuccess.gov.bc.ca/

Introduction	2
Student and District Context (Kindergarten - Grade 12), 2013/14 - 2017/18	
Students Who Self-Identify as Aboriginal, 2008/09 - 2017/18	3
Aboriginal Students by Gender	4
Students, On- or Off-Reserve	5
Number of Standard Public Schools with Aboriginal Students	6
Students in Alternate Programs	7
Students in Special Needs Performance Reporting Groups	8
Grade Distribution of Students with Behaviour Disabilities	9
Foundation Skills Assessment (FSA) Grades 4 and 7, 2013/14 - 2017/18	
Reading Comprehension, Grade 4	10
Writing, Grade 4	11
Numeracy, Grade 4	12
Reading Comprehension, Grade 7	13
Writing, Grade 7	14
Numeracy, Grade 7	15
Required Examinations Results, 2013/14 - 2017/18	
Overview	16
English 10	17
English 10: First Peoples	18
Mathematics 10	
Foundations and Pre-Calculus	19
Apprenticeship and Workplace	20
Science 10	21
Civic Studies 11	22
Social Studies 11	23
BC First Nations Studies 12	24
English 12: First Peoples	25
English 12	26
Communications 12	27
Transitions, 2012/13 - 2017/18	
Progress of Students Entering Grade 8 in September 2012, by Cohort and Gender	28
School Completion, 2013/14 - 2017/18	
Six-Year Completion Rate, by Cohort and Gender	29
Six, Seven and Eight-Year Completion Rates, 2010/11 - 2012/13 Cohorts	30
BC School Completion Certificate and BC Certificate of Graduation	31
Education Experiences of Children in Care, 2013/14 - 2017/18	
Enrolment in Care by Aboriginal Status and Gender	32
Six-Year Completion by Aboriginal Status and Gender	32
Graduation Rates by Aboriginal Status and Gender	32
Post-Secondary Transitions, 2013/14 - 2016/17	
Grade 12 Graduates by Transition Type, Destination and Immediate Entry Student Destinations	33
Student Learning Survey Results, 2013/14 - 2017/18	
Overview	35
Survey Results, grade 3/4	36
Survey Results, grade 7	38
Survey Results, grade 10	40
Survey Results, grade 12	42
Glossary	44

ABORIGINAL REPORT - HOW ARE WE DOING?

The Aboriginal "How Are We Doing?" report provides information about Aboriginal students (including adults) performance in public schools.

You will notice that there are changes to historical and trend data. Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrollments and not on others.

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data; see:

www.bced.gov.bc.ca/reporting/privacy.php

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

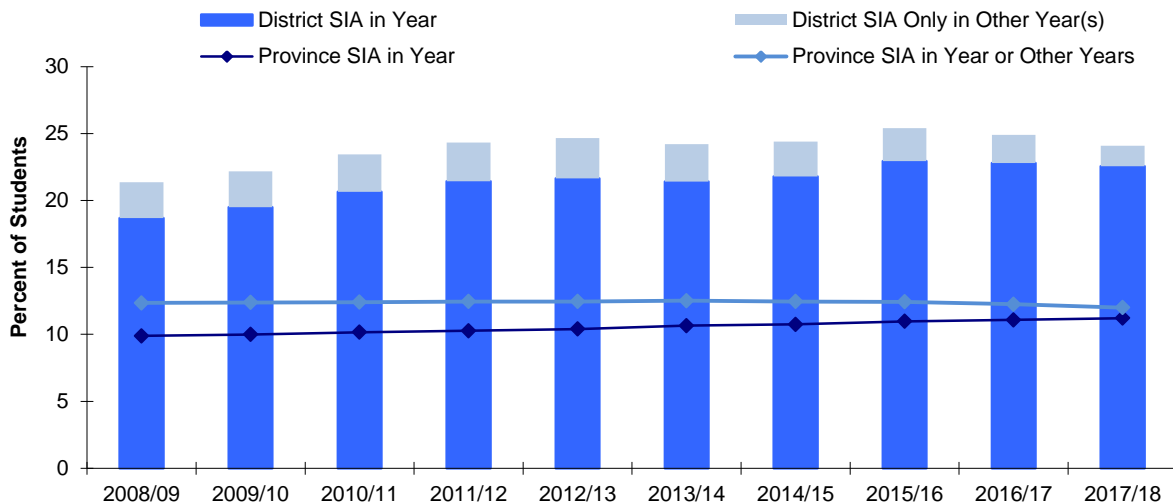
PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province				
	All Students #	SIA in Year*		SIA Only in Other Year(s)*		All Students #	SIA in Year*		SIA Only in Other Year(s)*	
		#	%	#	%		#	%	#	%
2008/09	5,731	1,071	18.7	154	2.7	579,485	57,257	9.9	14,326	2.5
2009/10	5,649	1,102	19.5	151	2.7	580,480	58,017	10.0	13,887	2.4
2010/11	5,441	1,124	20.7	151	2.8	579,110	58,834	10.2	13,044	2.3
2011/12	5,296	1,135	21.4	153	2.9	569,734	58,531	10.3	12,445	2.2
2012/13	5,228	1,132	21.7	158	3.0	564,529	58,717	10.4	11,569	2.0
2013/14	5,207	1,115	21.4	145	2.8	558,983	59,502	10.6	10,444	1.9
2014/15	5,188	1,131	21.8	135	2.6	552,786	59,382	10.7	9,449	1.7
2015/16	5,257	1,206	22.9	129	2.5	553,376	60,706	11.0	8,109	1.5
2016/17	5,324	1,214	22.8	112	2.1	557,626	61,799	11.1	6,534	1.2
2017/18	5,331	1,203	22.6	81	1.5	563,245	63,182	11.2	4,434	0.8

Percent of Self-Identified Aboriginal Students



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

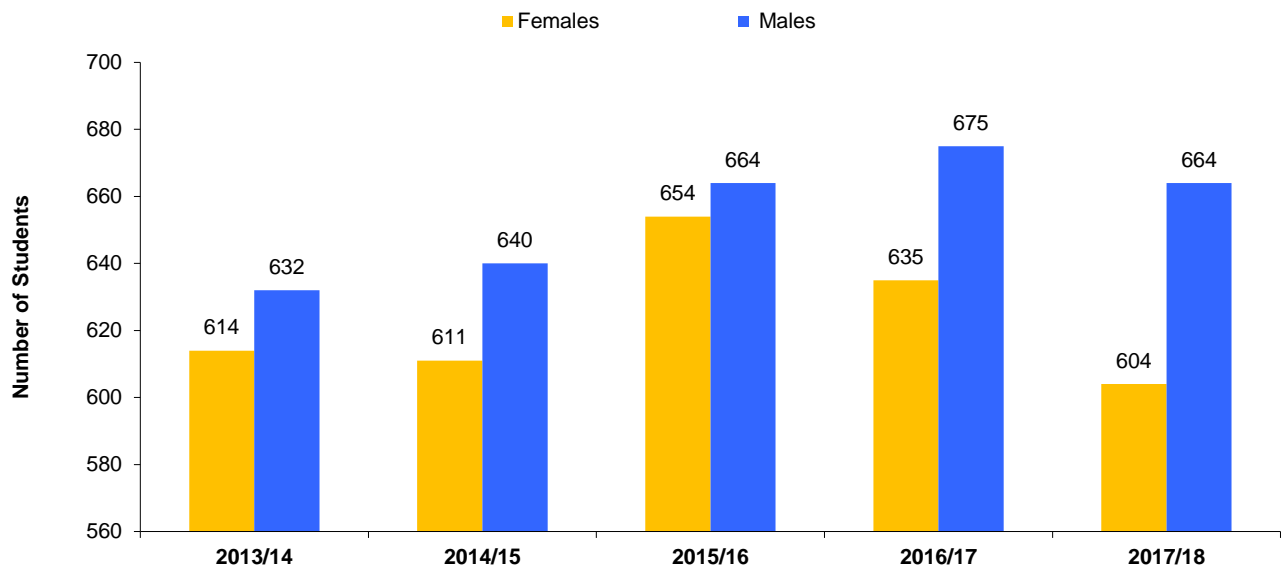
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education (EDUC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In EDUC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

ABORIGINAL STUDENTS BY GENDER

School Year	All Students #	District				Province *				
		Aboriginal Students		Aboriginal Females	% of All Students	Aboriginal Males	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		#	%	#		#		#	#	#
2013/14	5,207	1,246	23.9	614	11.8	632	12.1	69,182	34,363	34,819
2014/15	5,188	1,251	24.1	611	11.8	640	12.3	67,939	33,645	34,294
2015/16	5,257	1,318	25.1	654	12.4	664	12.6	67,749	33,432	34,317
2016/17	5,324	1,310	24.6	635	11.9	675	12.7	67,078	33,137	33,941
2017/18	5,331	1,268	23.8	604	11.3	664	12.5	66,142	32,575	33,567

Number of Aboriginal Students by Gender

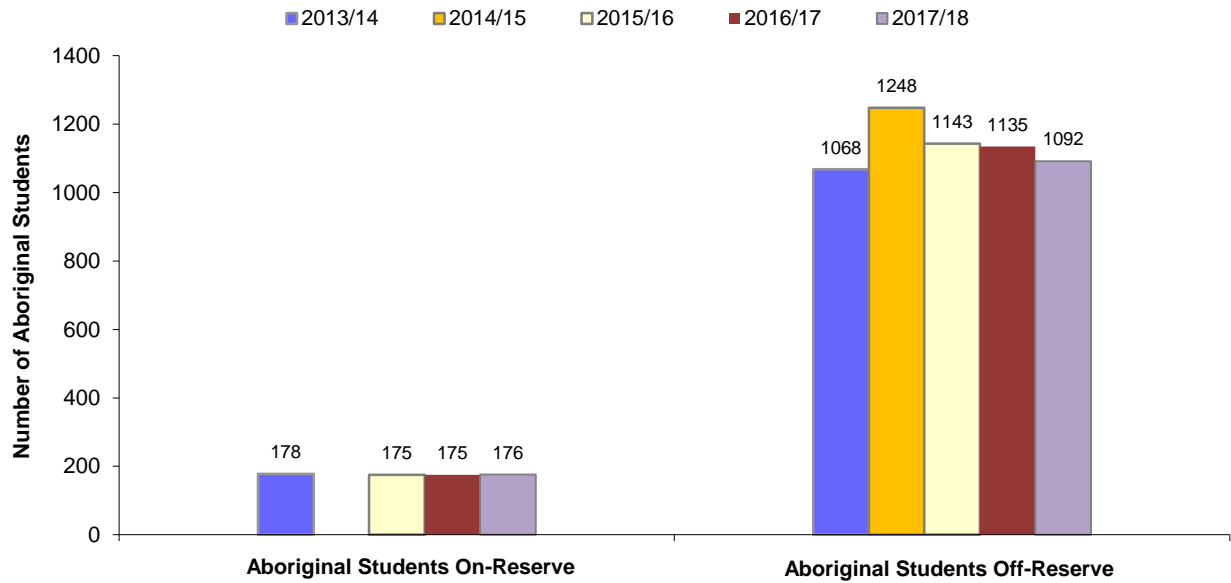


* Public schools only.

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

School Year	Aboriginal Students #	District						Province *	
		On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	Aboriginal Females #	Aboriginal Males #	Total Aboriginal #	On-Reserve Total Aboriginal #	Off-Reserve Total Aboriginal #
2013/14	1,246	93	85	178	521	547	1,068	8,812	60,370
2014/15	1,251	Msk	Msk	Msk	609	639	1,248	8,143	59,796
2015/16	1,318	89	86	175	565	578	1,143	7,694	60,055
2016/17	1,310	79	96	175	556	579	1,135	7,285	59,793
2017/18	1,268	79	97	176	525	567	1,092	7,820	58,322

SD Data: Number of Aboriginal Students, On- or Off-Reserve

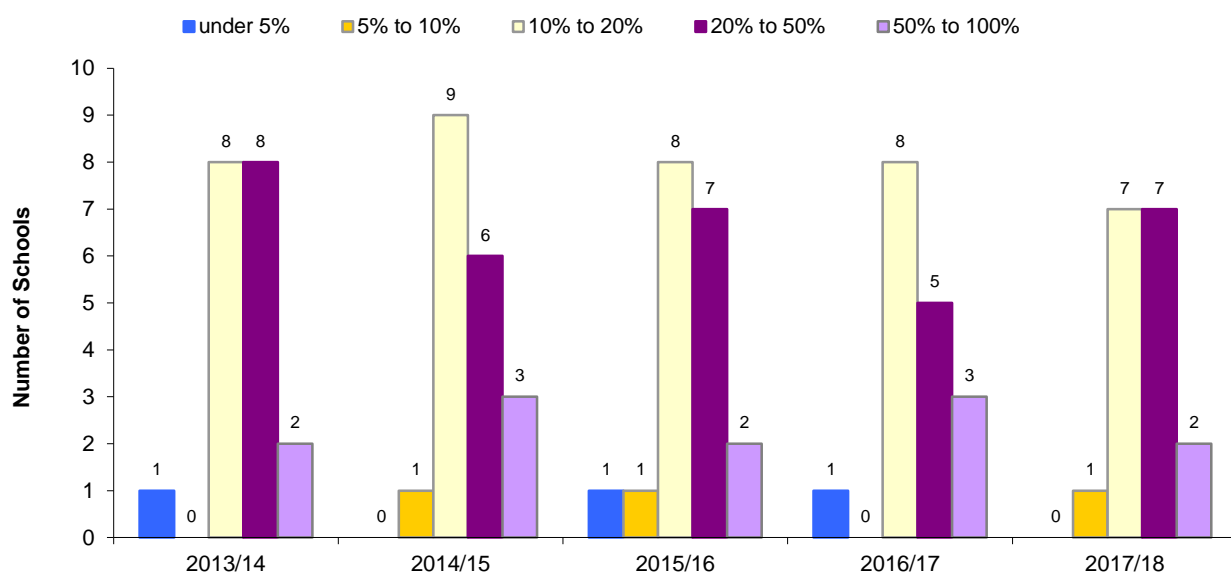


* Public schools only.

NUMBER OF STANDARD PUBLIC SCHOOLS BY PERCENTAGE OF ABORIGINAL STUDENTS

School Year	District						Province *					
	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2013/14	19	1	0	8	8	2	1,393	370	241	341	346	95
2014/15	19	0	1	9	6	3	1,385	393	223	335	337	97
2015/16	19	1	1	8	7	2	1,380	396	224	349	318	93
2016/17	17	1	0	8	5	3	1,369	400	229	348	300	92
2017/18	17	0	1	7	7	2	1,377	416	238	335	303	85

SD Data: Number of Schools with Aboriginal Students (%)

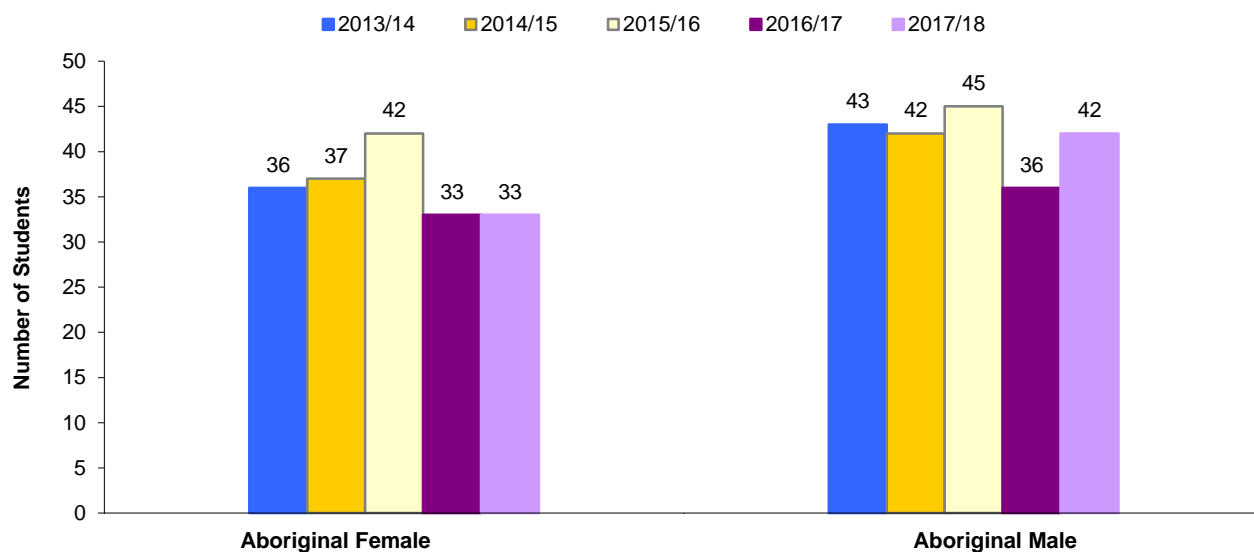


* Public schools only.

STUDENTS IN ALTERNATE PROGRAMS

School Year	Total Students #	District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
		Female #	Male #	Total #	Female #	Male #	Total #	Female #	Male #	Female #	Male #
2013/14	127	36	43	79	26	22	48	1,610	1,594	2,033	2,757
2014/15	144	37	42	79	30	35	65	1,595	1,560	1,981	2,618
2015/16	141	42	45	87	30	24	54	1,609	1,527	2,022	2,474
2016/17	142	33	36	69	44	29	73	1,605	1,543	2,037	2,468
2017/18	142	33	42	75	38	29	67	1,500	1,498	2,016	2,419

SD Data: Number of Aboriginal Students in Alternate Programs



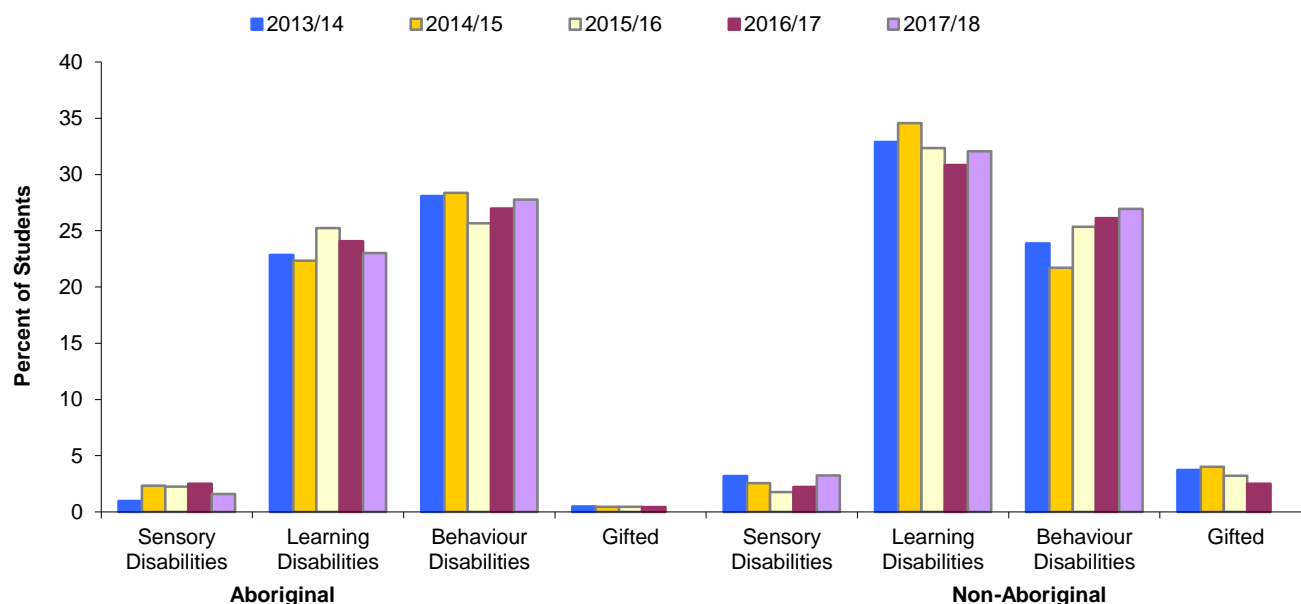
* Public schools only.

STUDENTS IN SPECIAL NEEDS PERFORMANCE REPORTING GROUPS

Performance Reporting Groups: Sensory Disabilities includes categories E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Disabilities includes Category Q (Learning Disability); Behaviour Disabilities includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted includes Category P (Gifted).

School Year	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2013/14	210	377	2	1	12	3	48	23	124	33	59	28	90	24	1	0	14	4
2014/15	215	350	5	2	9	3	48	22	121	35	61	28	76	22	1	0	14	4
2015/16	222	343	5	2	6	2	56	25	111	32	57	26	87	25	1	0	11	3
2016/17	241	360	6	2	8	2	58	24	111	31	65	27	94	26	1	0	9	3
2017/18	252	371	4	2	12	3	58	23	119	32	70	28	100	27	Msk	Msk	Msk	Msk

Percent of Students in Special Needs Performance Reporting Groups



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR DISABILITIES

Behaviour Disabilities Group includes categories H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

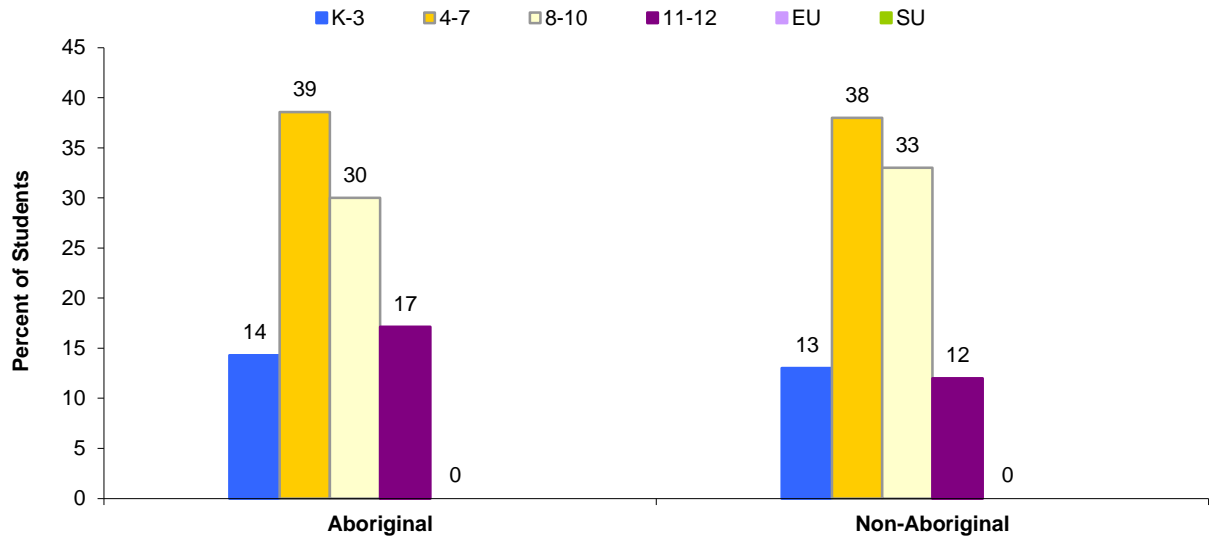
Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	59	7	12	19	32	13	22	20	34	0	0	0	0
2014/15	61	11	18	17	28	18	30	15	25	0	0	0	0
2015/16	57	13	23	18	32	18	32	8	14	0	0	0	0
2016/17	65	8	12	22	34	23	35	12	18	0	0	0	0
2017/18	70	10	14	27	39	21	30	12	17	0	0	Msk	Msk

Non-Aboriginal Students

School Year	Total Behaviour Disabilities* #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2013/14	90	17	19	25	28	31	34	17	19	0	0	0	0
2014/15	76	12	16	30	39	22	29	12	16	0	0	0	0
2015/16	87	17	20	34	39	25	29	11	13	0	0	0	0
2016/17	94	18	19	34	36	27	29	15	16	0	0	0	0
2017/18	100	13	13	38	38	33	33	12	12	0	0	Msk	Msk

Percent of Students with Behaviour Disabilities - Grade Distribution 2017/18



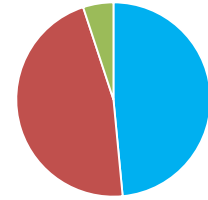
* Total includes Graduated Adults.

FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

GRADE 4: ABORIGINAL

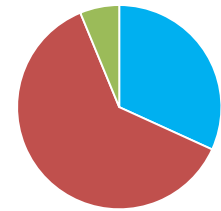
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	57	74	26	46	28	49	3	5
2014/15	63	73	30	48	32	51	1	2
2015/16	74	90	25	34	45	61	4	5
2016/17	101	89	39	39	61	60	1	1
			Emerging		On Track		Extending	
2017/18	99	88	48	48	46	46	5	5



■ Emerging ■ On Track ■ Extending

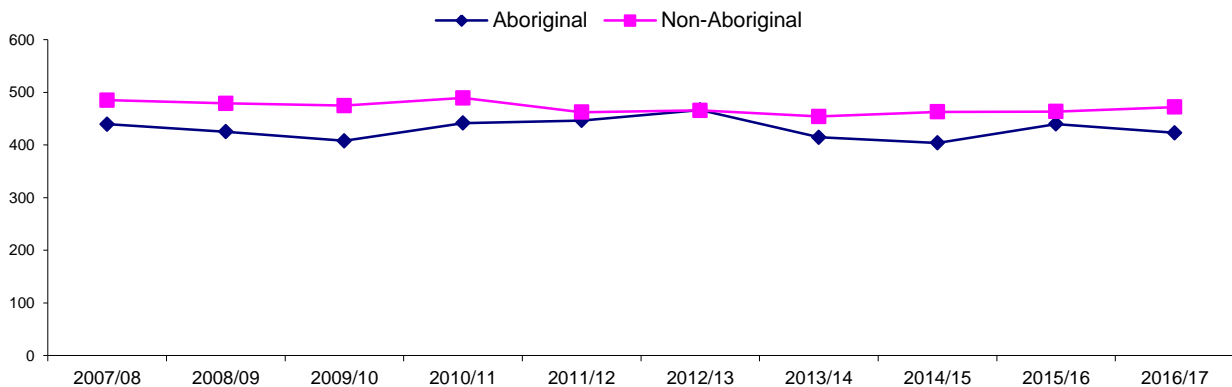
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	217	85	61	28	144	66	12	6
2014/15	171	68	38	22	127	74	6	4
2015/16	251	91	63	25	176	70	12	5
2016/17	263	87	58	22	187	71	18	7
			Emerging		On Track		Extending	
2017/18	305	90	97	32	189	62	19	6



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading

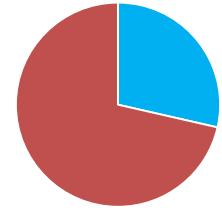


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 4

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

GRADE 4: ABORIGINAL

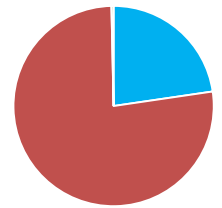
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	55	71	21	38	34	62	0	0
2014/15	59	69	24	41	35	59	0	0
2015/16	71	87	22	31	49	69	0	0
2016/17	99	87	33	33	62	63	4	4
			Emerging		On Track		Extending	
2017/18	91	81	26	29	65	71	0	0



■ Emerging ■ On Track
■ Extending

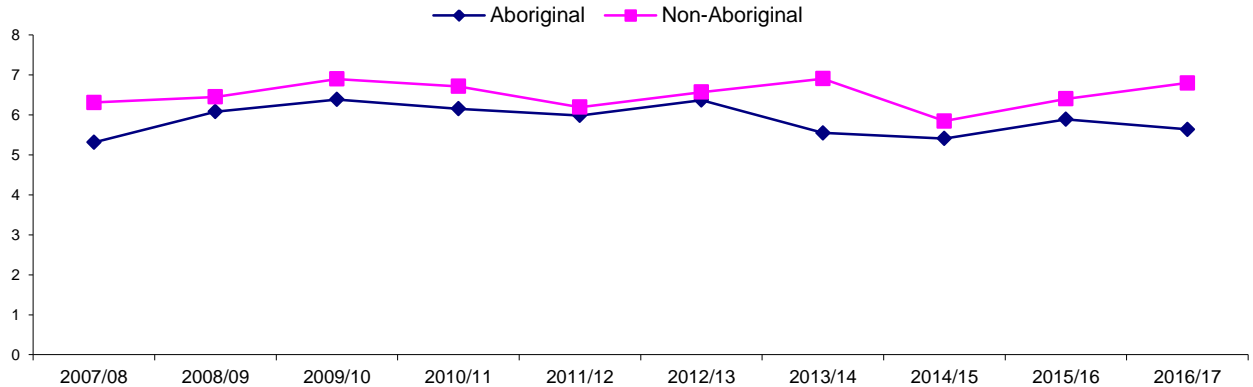
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	212	83	39	18	154	73	19	9
2014/15	167	66	48	29	118	71	1	1
2015/16	247	89	43	17	200	81	4	2
2016/17	256	85	42	16	203	79	11	4
			Emerging		On Track		Extending	
2017/18	291	86	66	23	224	77	1	0



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 4 Writing

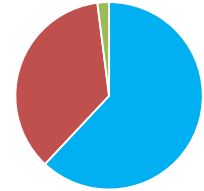


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

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GRADE 4: ABORIGINAL

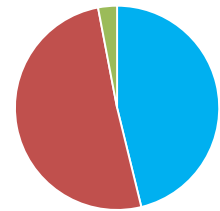
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	58	75	35	60	22	38	1	2
2014/15	60	70	31	52	29	48	0	0
2015/16	72	88	31	43	40	56	1	1
2016/17	100	88	66	66	33	33	1	1
			Emerging		On Track		Extending	
2017/18	100	89	62	62	36	36	2	2



■ Emerging ■ On Track ■ Extending

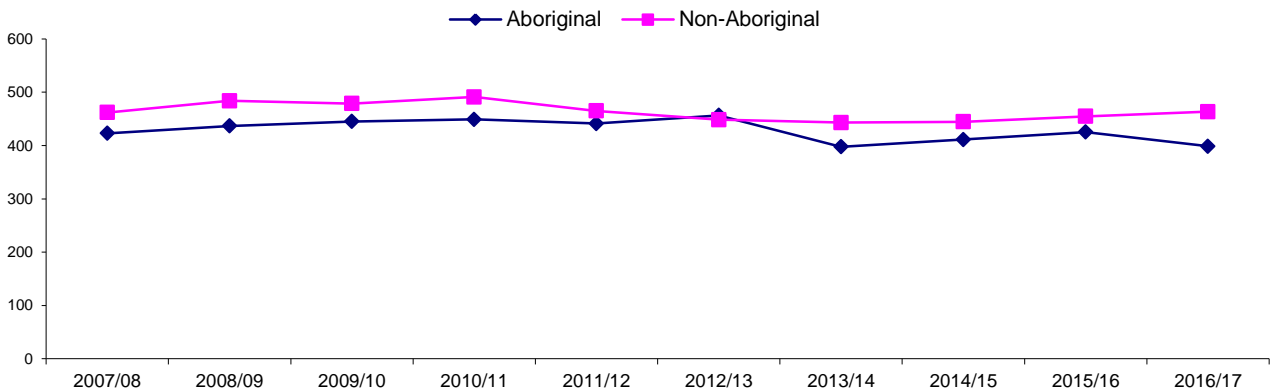
GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	217	85	77	35	135	62	5	2
2014/15	169	67	55	33	113	67	1	1
2015/16	251	91	73	29	172	69	6	2
2016/17	261	86	80	31	162	62	19	7
			Emerging		On Track		Extending	
2017/18	301	89	139	46	153	51	9	3



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy

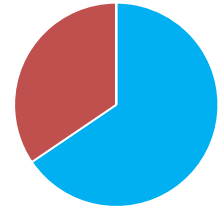


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

GRADE 7: ABORIGINAL

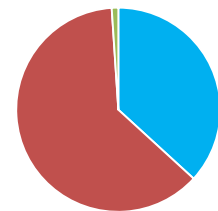
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	61	69	23	38	36	59	2	3
2014/15	46	53	23	50	21	46	2	4
2015/16	77	72	40	52	32	42	5	6
2016/17	66	77	34	52	29	44	3	5
			Emerging		On Track		Extending	
2017/18	58	63	38	66	20	34	0	0



■ Emerging ■ On Track ■ Extending

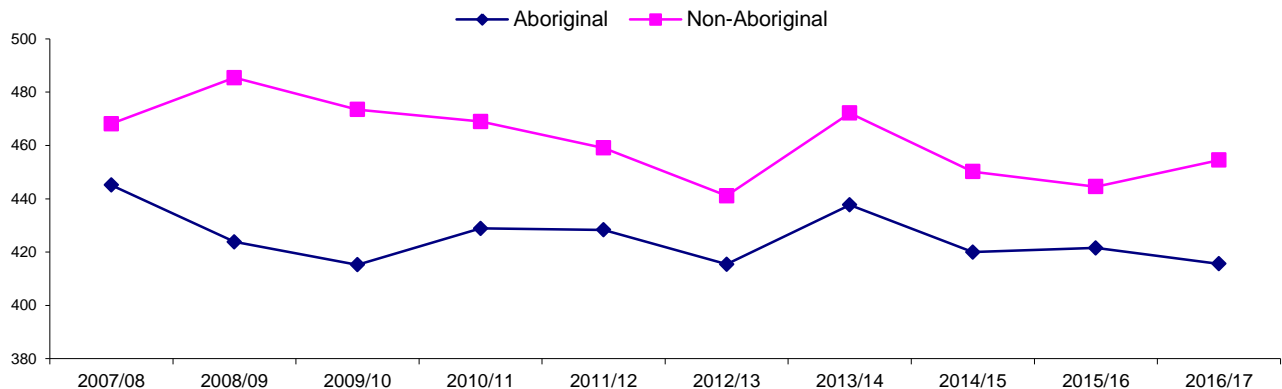
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	215	75	64	30	133	62	18	8
2014/15	175	59	67	38	98	56	10	6
2015/16	222	72	84	38	119	54	19	9
2016/17	225	80	73	32	135	60	17	8
			Emerging		On Track		Extending	
2017/18	193	72	71	37	120	62	2	1



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading

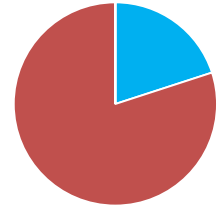


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: WRITING, GRADE 7

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GRADE 7: ABORIGINAL

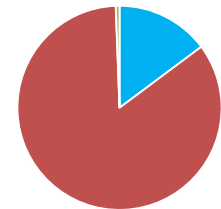
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	53	60	23	43	30	57	0	0
2014/15	40	46	11	28	28	70	1	3
2015/16	73	68	25	34	45	62	3	4
2016/17	63	73	31	49	31	49	1	2
			Emerging		On Track		Extending	
2017/18	45	49	9	20	36	80	0	0



■ Emerging ■ On Track
■ Extending

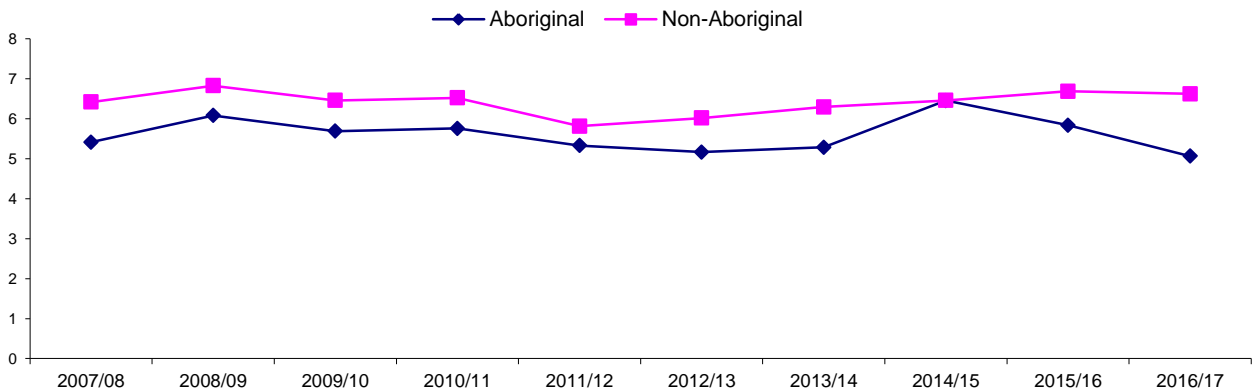
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	205	72	51	25	147	72	7	3
2014/15	162	55	40	25	119	73	3	2
2015/16	216	70	37	17	170	79	9	4
2016/17	219	78	44	20	165	75	10	5
			Emerging		On Track		Extending	
2017/18	169	63	25	15	143	85	1	1



■ Emerging ■ On Track
■ Extending

Average FSA Score - Grade 7 Writing

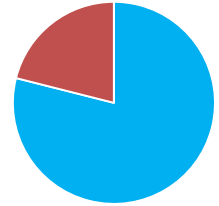


FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

GRADE 7: ABORIGINAL

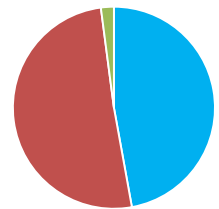
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	63	72	38	60	25	40	0	0
2014/15	46	53	27	59	19	41	0	0
2015/16	78	73	44	56	34	44	0	0
2016/17	68	79	43	63	25	37	0	0
			Emerging		On Track		Extending	
2017/18	57	62	45	79	12	21	0	0



■ Emerging ■ On Track
■ Extending

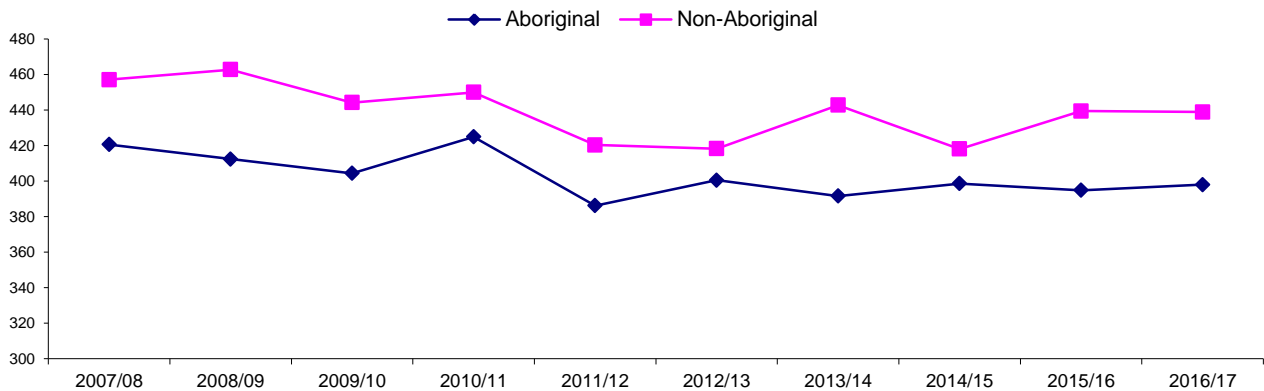
GRADE 7: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	210	73	71	34	134	64	5	2
2014/15	172	58	87	51	78	45	7	4
2015/16	229	74	90	39	128	56	11	5
2016/17	228	81	95	42	123	54	10	4
			Emerging		On Track		Extending	
2017/18	193	72	91	47	98	51	4	2



■ Emerging ■ On Track
■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



FINAL MARK RESULTS: OVERVIEW

Certain courses must be taken in Grades 10, 11 and 12 in order to meet graduation requirements. Results presented in this section include graduation program exams written in August, November, January, April and June of the school year indicated.

The final mark for a course is derived from the course mark (classroom work) and the exam mark. As the course mark measures performance for the duration of the course and the exam evaluates performance through large-scale testing, the results of these two indicators may vary. In Grades 10 and 11 the exam scores provide 20% towards the final mark and in Grade 12 the exam scores provide 40% towards the final mark (exception: BC First Nations Studies 12 exam provides 20% of the final mark).

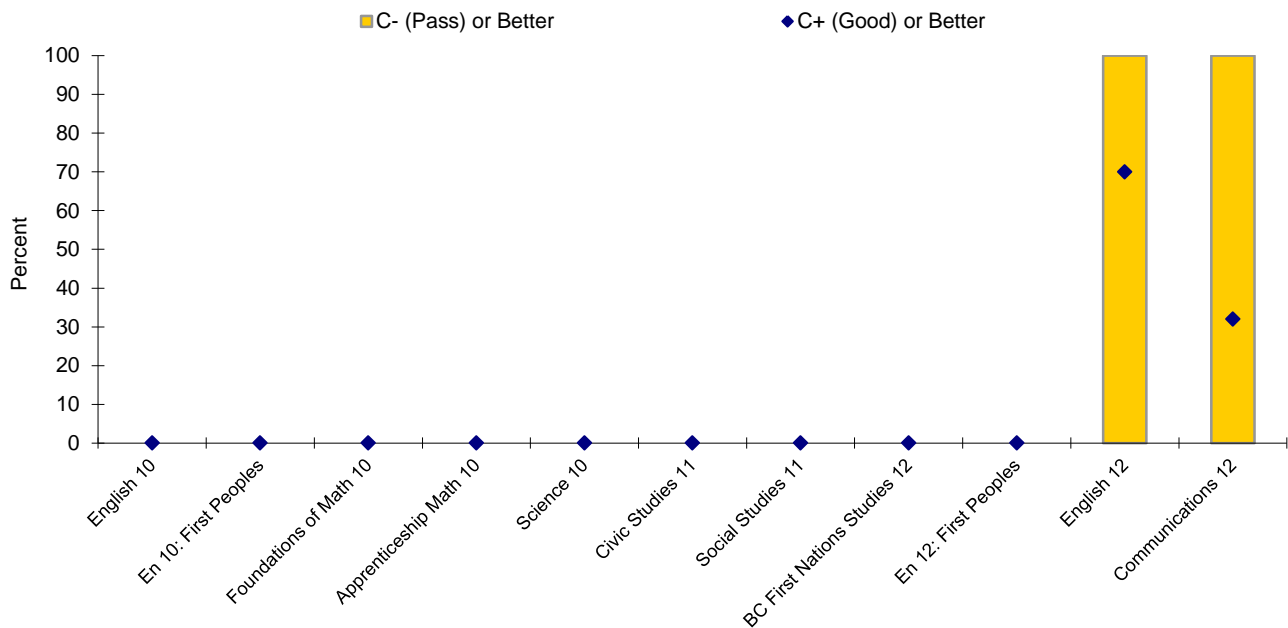
A blended final mark is reported when a student has been assigned a course mark and an exam mark. The marks presented in this section represent the "best marks" obtained in the year indicated. In cases where a student retakes a course or rewrites an exam in a subsequent year, a new blended final mark is reported in the year a course mark or exam mark is submitted.

Starting in 2016/17, course-based provincial exams are being replaced by Numeracy and Literacy assessments. This move was based on consultation with the Advisory Group on Provincial Assessment. For more information, please visit the BC's new curriculum website <https://curriculum.gov.bc.ca/graduation-info/>

COURSES LEADING TO GRADUATION

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	-	-	-	-	-	-	-	-	-	-
English 10: First Peoples	-	-	-	-	-	-	-	-	-	-
Foundations of Math 10	-	-	-	-	-	-	-	-	-	-
Apprenticeship Math 10	-	-	-	-	-	-	-	-	-	-
Science 10	-	-	-	-	-	-	-	-	-	-
Civic Studies 11	-	-	-	-	-	-	-	-	-	-
Social Studies 11	-	-	-	-	-	-	-	-	-	-
BC First Nations Studies 12	-	-	-	-	-	-	-	-	-	-
English 12: First Peoples	-	-	-	-	-	-	-	-	-	-
English 12	53	53	100	37	70	243	242	100	194	80
Communications 12	19	19	100	6	32	29	28	97	17	59

Final Marks Overview: Aboriginal Results 2017/18

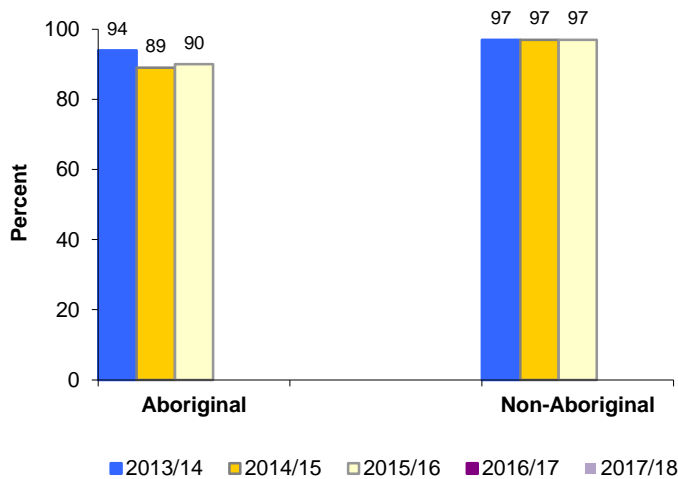


FINAL MARKS: ENGLISH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	82	77	94	29	35	322	312	97	222	69
2014/15	82	73	89	38	46	340	330	97	217	64
2015/16	89	80	90	43	48	296	286	97	197	67
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2013/14	82	101	64	18	322	335	291	31		
2014/15	82	105	73	9	340	331	294	46		
2015/16	89	113	75	14	296	315	264	32		
2016/17	-	91	-	-	-	317	-	-		
2017/18	-	87	-	-	-	323	-	-		

ENGLISH 10: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

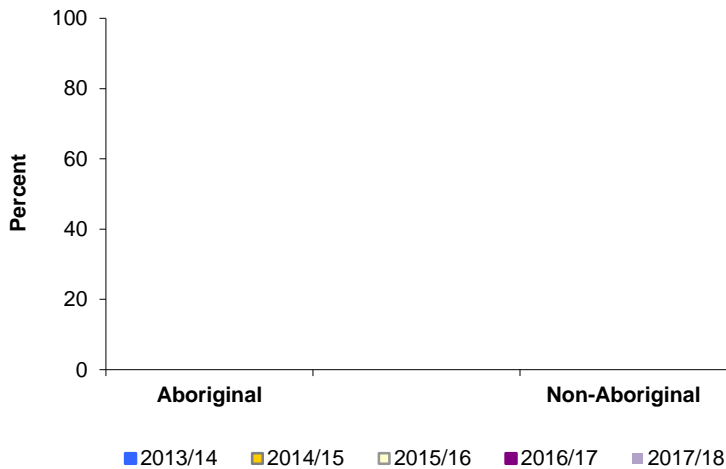
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: ENGLISH 10: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2014/15	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	Msk	101	Msk	Msk	-	335	-	-
2014/15	Msk	105	Msk	Msk	-	331	-	-
2015/16	Msk	113	Msk	Msk	-	315	-	-
2016/17	-	91	-	-	-	317	-	-
2017/18	-	87	-	-	-	323	-	-

**English 10: First Peoples
C- (Pass) or Better**



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

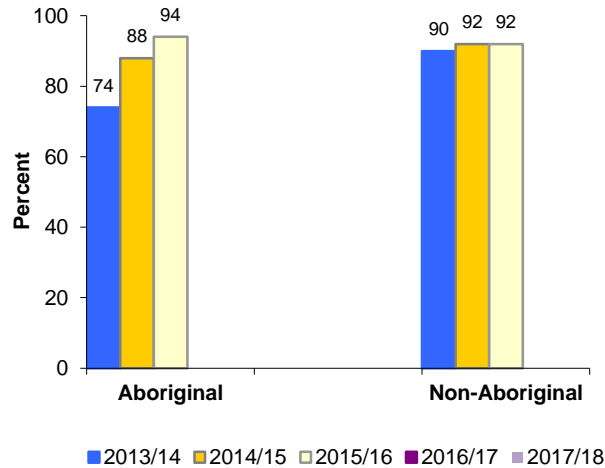
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	31	23	74	13	42	253	228	90	147	58
2014/15	50	44	88	28	56	243	223	92	148	61
2015/16	48	45	94	29	60	222	204	92	146	66
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark	
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #
2013/14	31	101	28	3	253	335	224	29
2014/15	50	105	40	10	243	331	206	37
2015/16	48	113	42	6	222	315	194	28
2016/17	-	91	-	-	-	317	-	-
2017/18	-	87	-	-	-	323	-	-

**Foundations & Pre-Calculus Math 10:
C- (Pass) or Better**



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

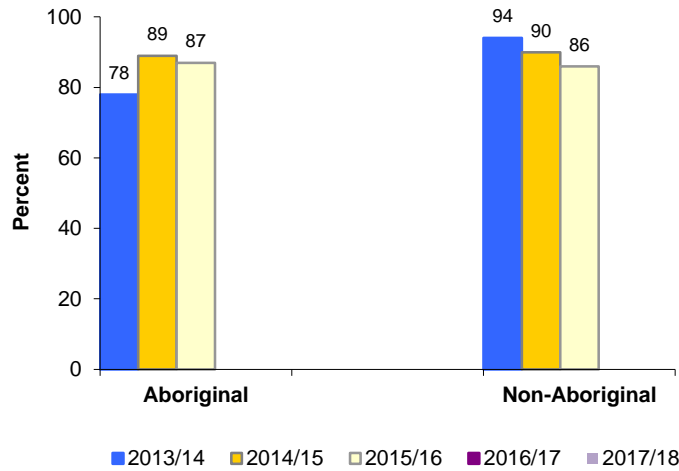
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	51	40	78	14	27	72	68	94	32	44
2014/15	46	41	89	12	26	103	93	90	44	43
2015/16	52	45	87	20	38	91	78	86	30	33
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark			
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #		
2013/14	51	101	36	15	72	335	47	25		
2014/15	46	105	30	16	103	331	74	29		
2015/16	52	113	42	10	91	315	67	24		
2016/17	-	91	-	-	-	317	-	-		
2017/18	-	87	-	-	-	323	-	-		

Apprenticeship And Workplace Math 10: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

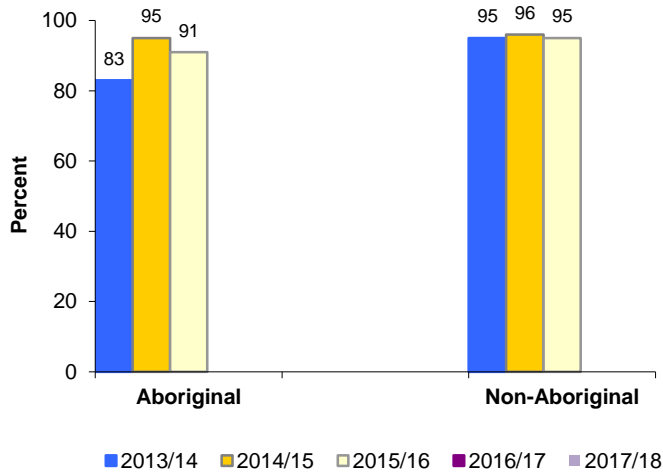
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: SCIENCE 10

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	81	67	83	25	31	329	313	95	206	63
2014/15	106	101	95	54	51	327	315	96	218	67
2015/16	86	78	91	40	47	286	271	95	175	61
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 10 Students ¹ #	Students Assigned Final Mark		
			Gr 10 #	Non-Gr 10 ² #			Gr 10 #	Non-Gr 10 ² #	
2013/14	81	101	64	17	329	335	288	41	
2014/15	106	105	78	28	327	331	293	34	
2015/16	86	113	79	7	286	315	264	22	
2016/17	-	91	-	-	-	317	-	-	
2017/18	-	87	-	-	-	323	-	-	

Science 10: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

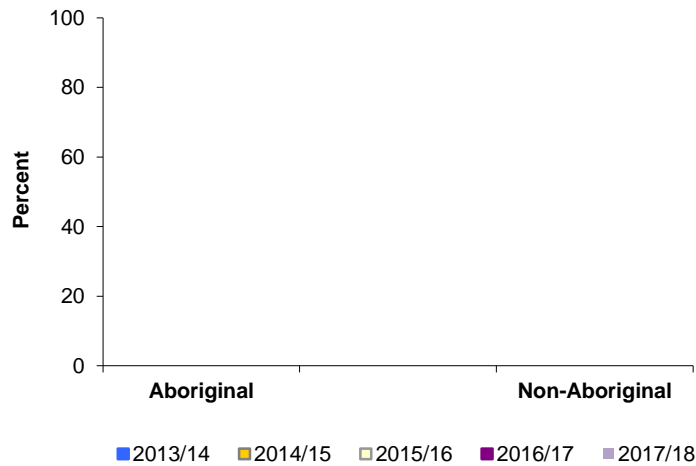
² Non-Gr 10 represents students who are taking a Grade 10 level course but are not in Grade 10.

FINAL MARKS: CIVIC STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #
2013/14	-	87	-	-	-	374	-	-
2014/15	-	97	-	-	-	351	-	-
2015/16	-	105	-	-	-	365	-	-
2016/17	-	111	-	-	-	319	-	-
2017/18	-	88	-	-	-	345	-	-

Civic Studies 11: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

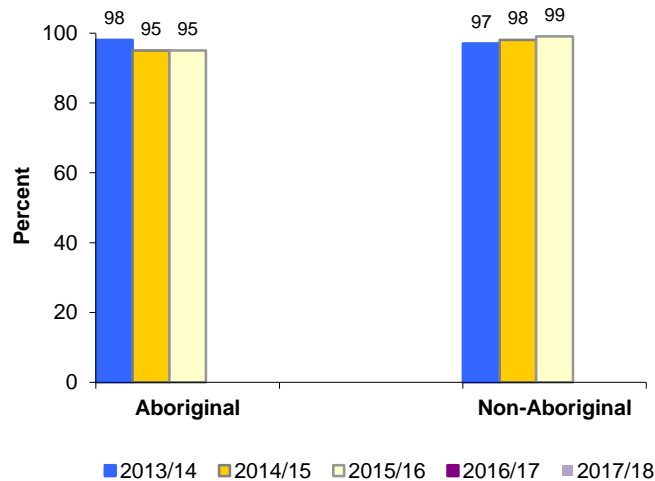
² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: SOCIAL STUDIES 11

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	45	44	98	27	60	311	301	97	224	72
2014/15	65	62	95	31	48	311	306	98	213	68
2015/16	74	70	95	45	61	325	321	99	245	75
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 11 Students ¹ #	Students Assigned Final Mark	
			Gr 11 #	Non-Gr 11 ² #			Gr 11 #	Non-Gr 11 ² #
2013/14	45	87	37	8	311	374	278	33
2014/15	65	97	56	9	311	351	273	38
2015/16	74	105	59	15	325	365	288	37
2016/17	-	111	-	-	-	319	-	-
2017/18	-	88	-	-	-	345	-	-

Social Studies 11: C- (Pass) or Better



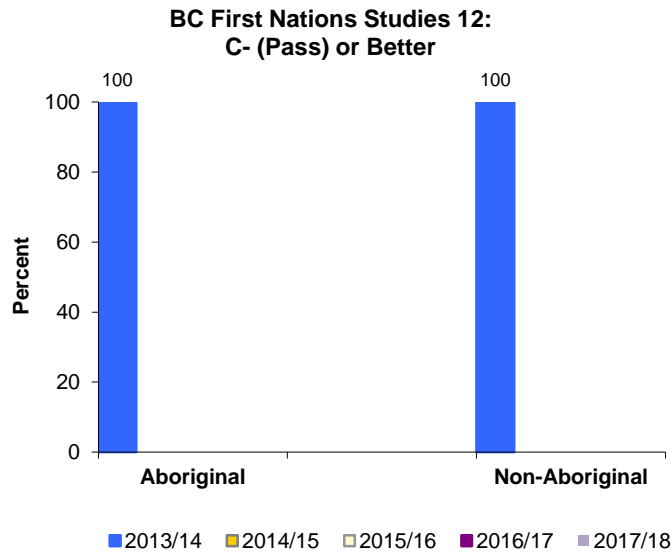
¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

² Non-Gr 11 represents students who are taking a Grade 11 level course but are not in Grade 11.

FINAL MARKS: BC FIRST NATIONS STUDIES 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	10	10	100	5	50	17	17	100	9	53
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	10	136	6	4	17	486	10	7	
2014/15	-	108	-	-	-	461	-	-	
2015/16	Msk	138	Msk	Msk	Msk	449	Msk	Msk	
2016/17	-	143	-	-	-	460	-	-	
2017/18	-	154	-	-	-	403	-	-	



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

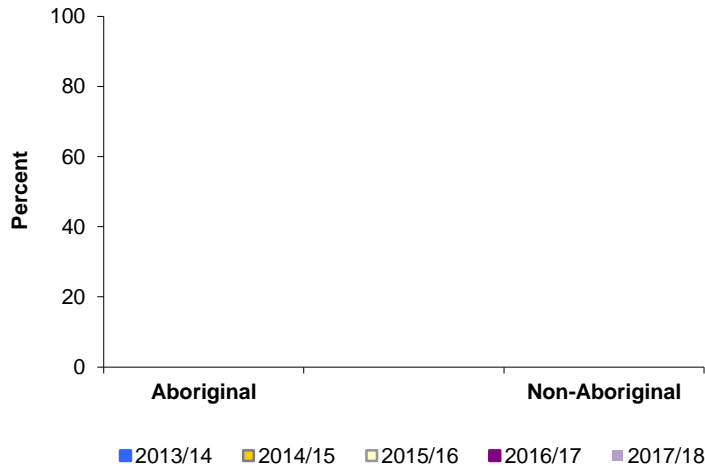
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12: FIRST PEOPLES

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	-	-	-	-	-	-	-	-	-	-
2014/15	-	-	-	-	-	-	-	-	-	-
2015/16	-	-	-	-	-	-	-	-	-	-
2016/17	-	-	-	-	-	-	-	-	-	-
2017/18	-	-	-	-	-	-	-	-	-	-

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	-	136	-	-	-	486	-	-		
2014/15	-	108	-	-	-	461	-	-		
2015/16	-	138	-	-	-	449	-	-		
2016/17	-	143	-	-	-	460	-	-		
2017/18	-	154	-	-	-	403	-	-		

**English 12: First Peoples:
C- (Pass) or Better**



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

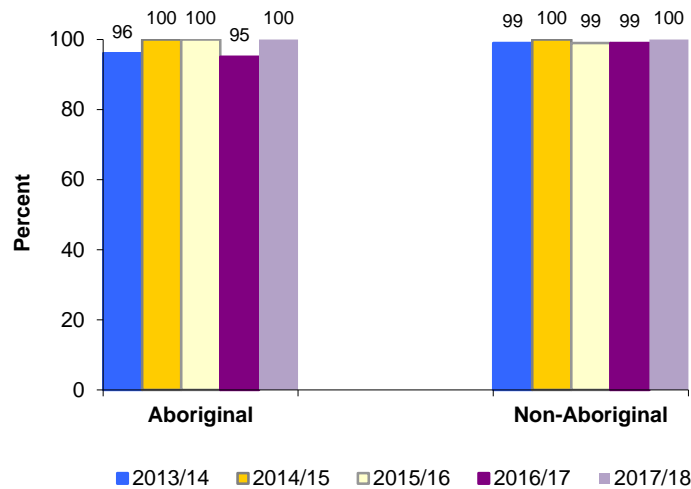
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: ENGLISH 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	45	43	96	22	49	290	288	99	200	69
2014/15	38	38	100	22	58	279	279	100	203	73
2015/16	41	41	100	20	49	252	250	99	182	72
2016/17	58	55	95	33	57	274	271	99	208	76
2017/18	53	53	100	37	70	243	242	100	194	80

School Year	Aboriginal					Non-Aboriginal			
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #	
2013/14	45	136	40	5	290	486	273	17	
2014/15	38	108	34	4	279	461	261	18	
2015/16	41	138	39	2	252	449	244	8	
2016/17	58	143	53	5	274	460	250	24	
2017/18	53	154	-	-	243	403	-	-	

English 12: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

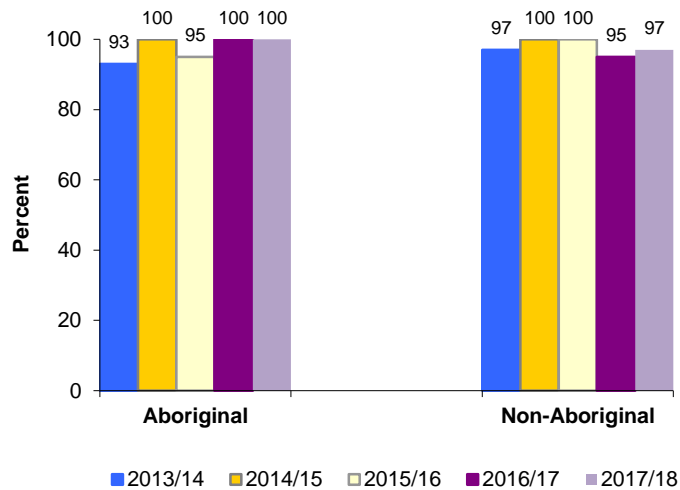
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

FINAL MARKS: COMMUNICATIONS 12

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2013/14	14	13	93	8	57	36	35	97	24	67
2014/15	11	11	100	5	45	42	42	100	20	48
2015/16	20	19	95	10	50	26	26	100	16	62
2016/17	18	18	100	5	28	44	42	95	20	45
2017/18	19	19	100	6	32	29	28	97	17	59

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark		Students Assigned Final Mark #	Total Gr 12 Students ¹ #	Students Assigned Final Mark			
			Gr 12 #	Non-Gr 12 ² #			Gr 12 #	Non-Gr 12 ² #		
2013/14	14	136	11	3	36	486	35	1		
2014/15	11	108	11	0	42	461	39	3		
2015/16	20	138	19	1	26	449	23	3		
2016/17	18	143	16	2	44	460	42	2		
2017/18	19	154	-	-	29	403	-	-		

Communications 12: C- (Pass) or Better



¹ Data represent only those students who are enrolled and in attendance in September or February of year indicated.

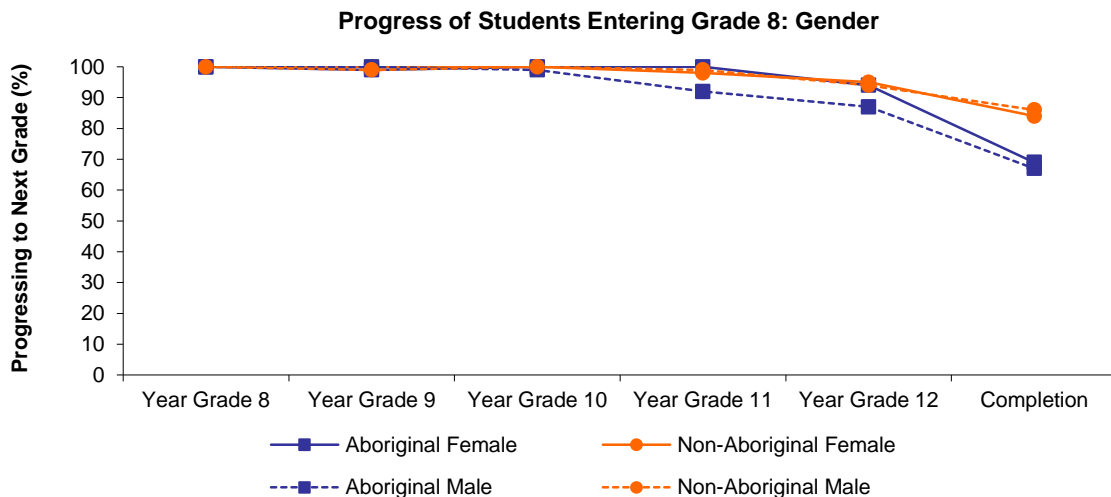
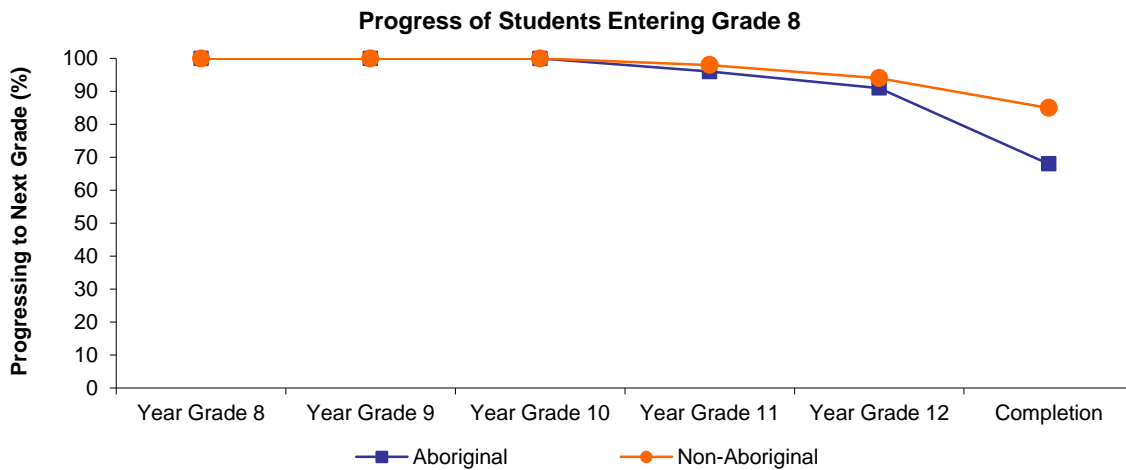
² Non-Gr 12 represents students who are taking a Grade 12 level course but are not in Grade 12.

PROGRESS OF STUDENTS ENTERING GRADE 8

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2012

School Year	Year	Aboriginal			Non-Aboriginal		
		All Students %	Female %	Male %	All Students %	Female %	Male %
2012/13	Grade 8	100	100	100	100	100	100
	Grade 9	100	99	100	100	100	99
	Grade 10	100	100	99	100	100	100
	Grade 11	96	100	92	98	98	99
	Grade 12	91	94	87	94	95	94
2017/18	Completion	68	69	67	85	84	86



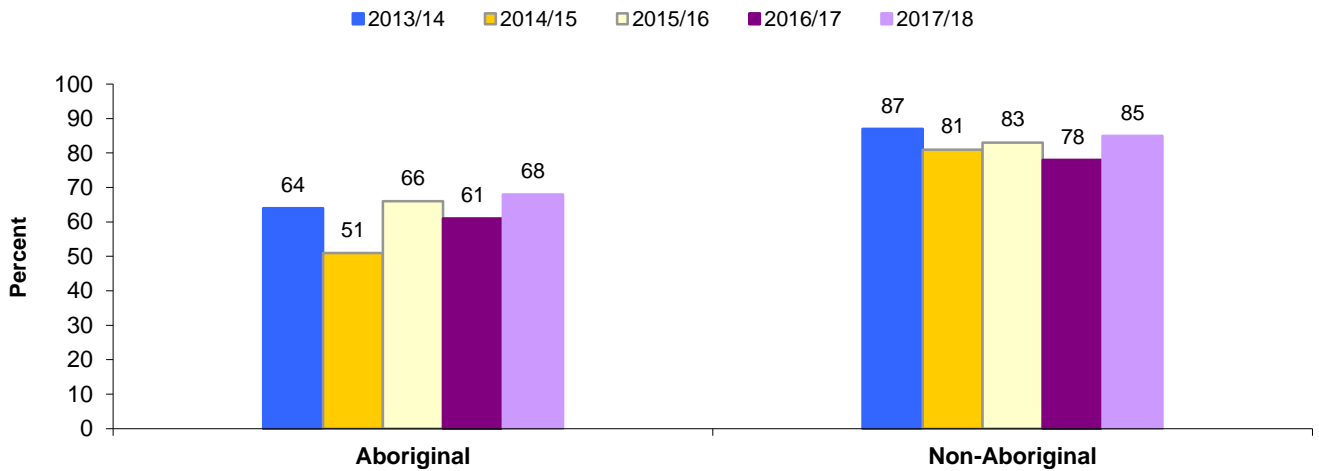
SIX-YEAR COMPLETION RATE, 2013/14 - 2017/18

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

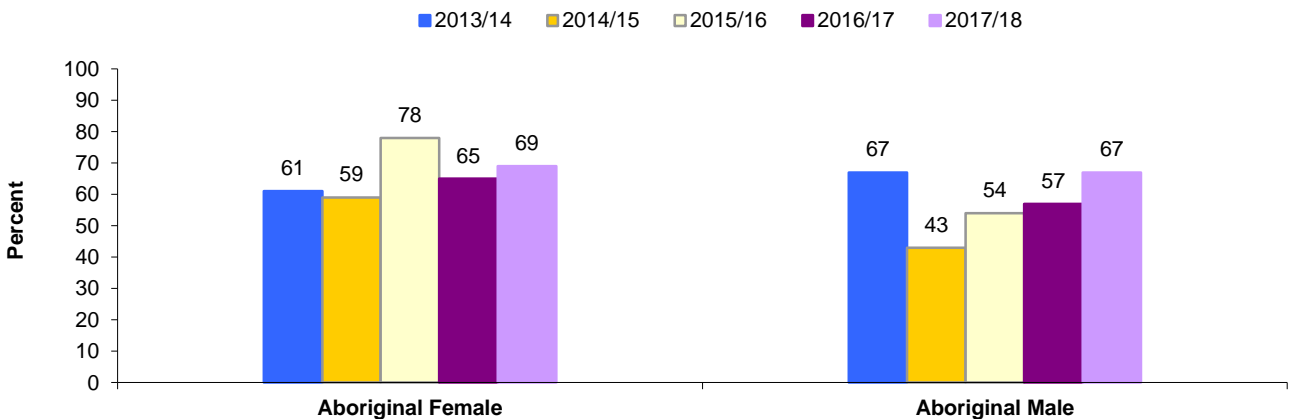
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2013/14	64	61	67	87	93	81
2014/15	51	59	43	81	80	81
2015/16	66	78	54	83	86	81
2016/17	61	65	57	78	79	77
2017/18	68	69	67	85	84	86

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Six-Year Completion Rate: Aboriginal by Gender



* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

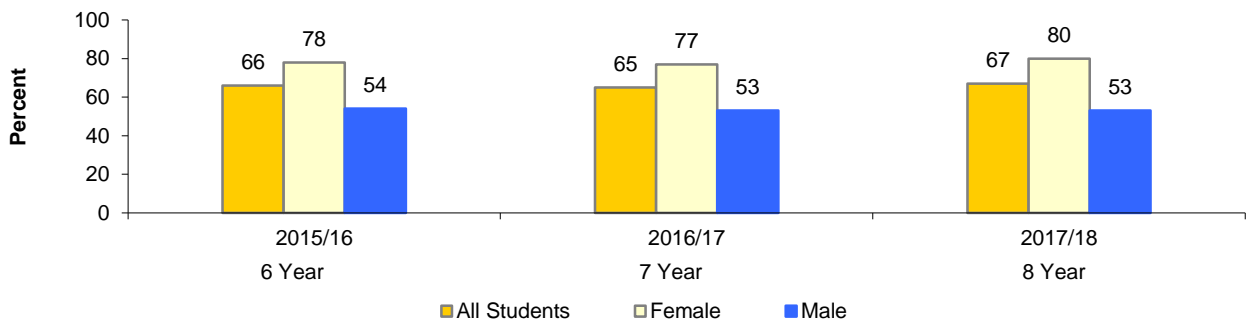
SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

The student cohort start year is the year a student enters Grade 8 for the first time. The 2011/12 and 2012/13 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

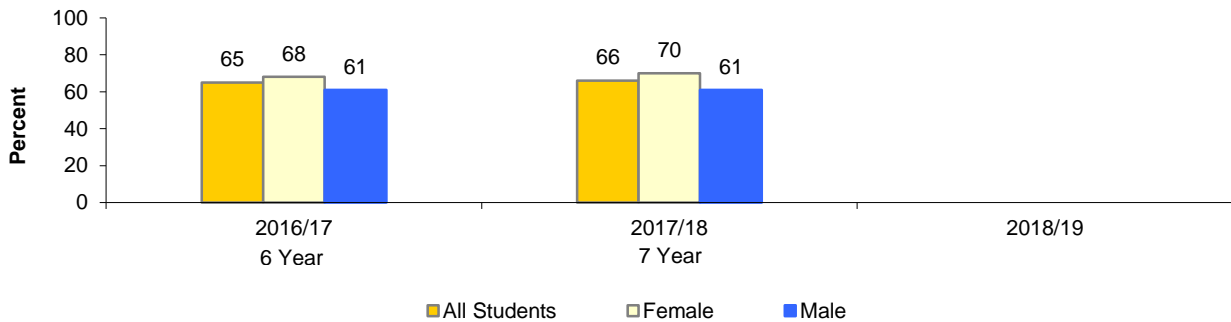
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES* (ABORIGINAL AND GENDER)

Student Cohort Start Year	Six-Year Completion Rate			Seven-Year Completion Rate			Eight-Year Completion Rate		
	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %	All Aboriginal %	Female %	Male %
2010/11	66	78	54	65	77	53	67	80	53
2011/12	65	68	61	66	70	61	-	-	-
2012/13	68	69	67	-	-	-	-	-	-

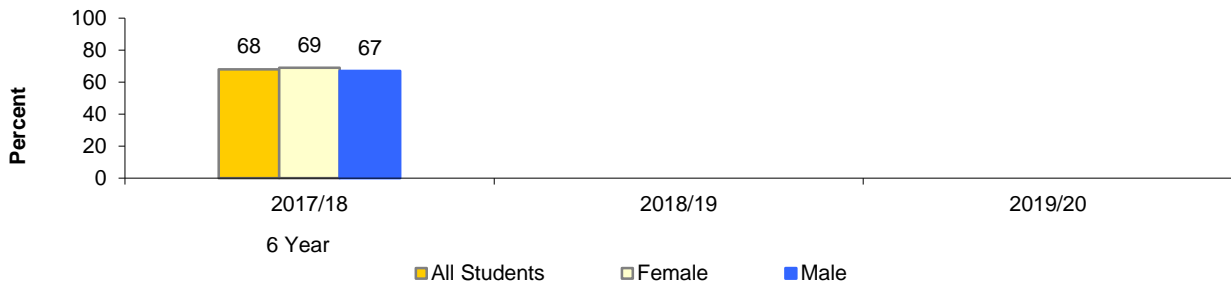
Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2010/11 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2011/12 Cohort



Six-, Seven- and Eight-Year Aboriginal Completion Rates, 2012/13 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

The School Completion Certificate ("Evergreen" Certificate) was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen" Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate *		September Gr 12 Students	BC School Completion Certificate *	
	#	#	%	#	#	%
2013/14	119	Msk	Msk	449	11	2
2014/15	94	Msk	Msk	425	12	3
2015/16	123	Msk	Msk	409	Msk	Msk
2016/17	126	Msk	Msk	408	Msk	Msk
2017/18	128	Msk	Msk	346	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation *		September Gr 12 Students	BC Certificate of Graduation *	
	#	#	%	#	#	%
2013/14	119	46	39	449	292	65
2014/15	94	46	49	425	302	71
2015/16	123	59	48	409	276	67
2016/17	126	65	52	408	287	70
2017/18	128	68	53	346	260	75

BC ADULT GRADUATION DIPLOMA ("Adult Dogwood" Diploma)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Adult Graduation Diploma *		September Gr 12 Students	BC Adult Graduation Diploma *	
	#	#	%	#	#	%
2013/14	119	11	9	449	20	4
2014/15	94	Msk	Msk	425	13	3
2015/16	123	Msk	Msk	409	13	3
2016/17	126	Msk	Msk	408	12	3
2017/18	128	Msk	Msk	346	27	8

* See Glossary for definitions.

EDUCATION EXPERIENCES OF (EVER*) CHILDREN IN CARE

A Continuing Custody Order (CCO) means that the Director of Child Welfare is the sole guardian of the child, and the Public Guardian and Trustee manages the child's estate. While many children only come into the care of the Ministry of Children and Family Development (MCFD) for a brief period of time, the MCFD's relationship with children under a Continuing Custody Order is longer-term in nature. This means that the MCFD has an opportunity to positively affect the educational attainment of these children. To improve education outcomes for children under a Continuing Custody Order, a good understanding of who these children are and how they are currently performing in school must be established.

* The results below are based on students who were at one time during their K-12 school years under a CCO. These numbers are different from the MCFD report that focuses only on students who are currently under a CCO, with six-year completion results based on the students who were under a CCO while in their Grade 8 year.

CHILDREN UNDER A CONTINUING CUSTODY ORDER (EVER)

School Year	All CCOs #	Aboriginal CCOs		Non Aboriginal CCOs	
		#	%	#	%
2013/14	57	44	77	13	23
2014/15	58	44	76	14	24
2015/16	51	34	67	17	33
2016/17	53	38	72	15	28
2017/18	39	28	72	11	28

ABORIGINAL CHILDREN IN CARE AS A PERCENT OF ABORIGINAL ENROLMENT (EVER)

School Year	All Aboriginal Students #	Aboriginal Children Under a Continuing Custody Order	
		#	%
2013/14	1,246	44	4
2014/15	1,251	44	4
2015/16	1,318	34	3
2016/17	1,310	38	3
2017/18	1,268	28	2

CCO (EVER) SIX-YEAR COMPLETION RATE (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	40	Msk	Msk	Msk	-	Msk	Msk
2014/15	31	Msk	Msk	Msk	-	Msk	Msk
2015/16	Msk	-	Msk	Msk	-	Msk	Msk
2016/17	36	Msk	Msk	Msk	Msk	Msk	Msk
2017/18	Msk	-	Msk	Msk	Msk	Msk	Msk

CCO (EVER) ELIGIBLE GRADE 12 GRADUATION RATE** (ABORIGINAL STATUS AND GENDER)

School Year	All CCOs %	Aboriginal			Non Aboriginal		
		Female %	Male %	Total %	Female %	Male %	Total %
2013/14	Msk	Msk	Msk	Msk	-	-	-
2014/15	Msk	-	Msk	Msk	-	Msk	Msk
2015/16	Msk	-	-	-	-	Msk	Msk
2016/17	Msk	-	-	-	-	Msk	Msk
2017/18	Msk	Msk	-	Msk	Msk	-	Msk

** See Glossary for definition

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

In recent years, numerous BC post-secondary institutions have changed their name and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	76	100	15	19.7	8	10.5	1	1.3	2	2.6		
Non-Aboriginal	326	100	108	33.1	28	8.6	13	4.0	10	3.1		

K-12 NON-GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to a Community College									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	46	100	7	15.2	3	6.5	1	2.2	2	4.3		
Non-Aboriginal	154	100	12	7.8	-	-	2	1.3	5	3.2		

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group	Grade 12 Graduates of School Year		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	76	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	326	100	3	0.9	-	-	1	0.3	-	-		

K-12 NON-GRADUATES ENTERING INSTITUTES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment		Year of Transition to an Institute									
	2012/13		2013/14		2014/15		2015/16		2016/17			
	#	%	#	%	#	%	#	%	#	%		
Aboriginal	46	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	154	100	1	0.6	-	-	-	-	1	0.6		

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

For more information, see the website: www.bced.gov.bc.ca/reporting/ or www.aved.gov.bc.ca/student_transitions/

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	76	100	5	6.6	-	-	-	-	-	-		
Non-Aboriginal	326	100	46	14.1	1	0.3	-	-	-	-		

K-12 NON-GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Research-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	46	100	-	-	-	-	-	-	-	-		
Non-Aboriginal	154	100	-	-	-	-	-	-	-	-		

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	Grade 12 Graduates of School Year 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	76	100	3	3.9	1	1.3	1	1.3	1	1.3		
Non-Aboriginal	326	100	12	3.7	6	1.8	-	-	1	0.3		

K-12 NON-GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group	K-12 Non-Graduates of Year of Last Enrolment 2012/13		Year of Transition to a Teaching-Intensive University									
	#	%	2013/14		2014/15		2015/16		2016/17			
			#	%	#	%	#	%	#	%		
Aboriginal	46	100	-	-	-	-	-	-	2	4.3		
Non-Aboriginal	154	100	-	-	-	-	-	-	-	-		

Over time, the number of non-graduates may decrease as these students complete graduation requirements and become counted as part of the graduation population.

STUDENT LEARNING SURVEY RESULTS, 2013/14 - 2017/18

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 40% to 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, visit www.bced.gov.bc.ca/sat_survey/

CAVEAT

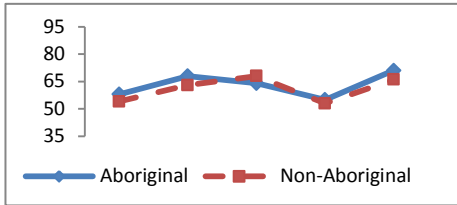
With the focus on modernizing learning there is a pressing need for information about the contexts that determines outcomes. Consequently, the ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

In the 2016/17 Student Learning Survey, more questions have been asked, new questions related to themes and categories of interest to clients, new open – ended questions, and the survey has been "PENed".

Report users should carefully compare any results for 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

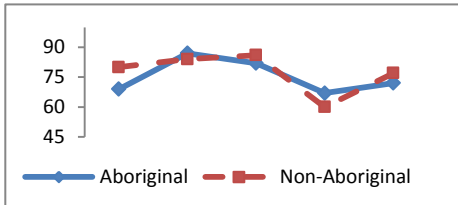
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



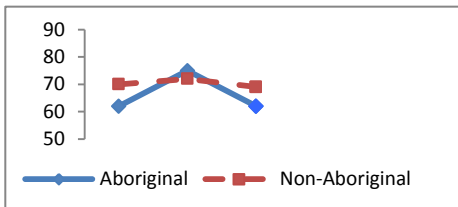
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	64	37	58	229	123	54
2014/15	75	51	68	215	135	63
2015/16	76	49	64	233	159	68
2016/17	64	35	55	238	127	53
2017/18	82	58	71	248	164	66

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	65	45	69	238	191	80
2014/15	75	65	87	212	179	84
2015/16	71	58	82	226	194	86
2016/17	64	43	67	237	142	60
2017/18	83	60	72	246	189	77

Do your teachers help you with your schoolwork when you need it?



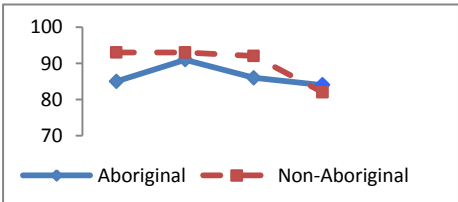
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	65	40	62	235	164	70
2014/15	76	57	75	220	159	72
2015/16	76	47	62	240	165	69
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

How many teachers help you with your schoolwork when you need it?



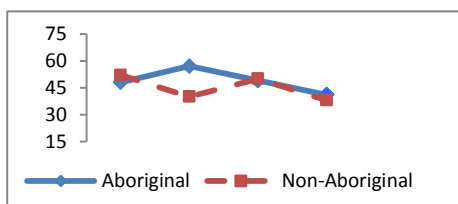
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All or many # %		Gr 4 Respondents #	All or many # %	
2013/14	-	-	-	-	-	-
2014/15	-	-	-	-	-	-
2015/16	-	-	-	-	-	-
2016/17	63	29	46	233	100	43
2017/18	-	-	-	-	-	-

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	62	53	85	238	222	93
2014/15	74	67	91	218	202	93
2015/16	72	62	86	238	220	92
2016/17	62	52	84	226	185	82
2017/18	-	-	-	-	-	-

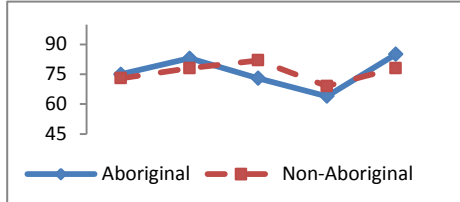
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents #	All of the time or many times # %		Gr 4 Respondents #	All of the time or many times # %	
2013/14	63	30	48	225	116	52
2014/15	70	40	57	206	82	40
2015/16	74	36	49	233	117	50
2016/17	63	26	41	236	89	38
2017/18	-	-	-	-	-	-

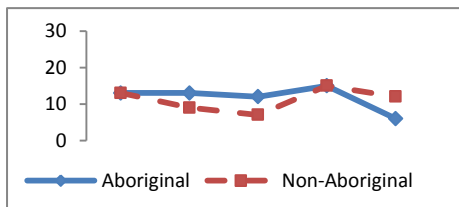
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



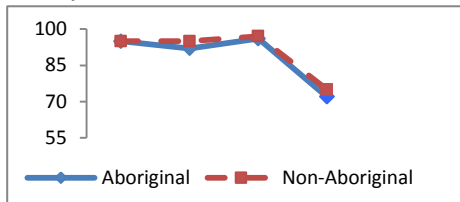
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	63	47	75	243	178	73
2014/15	77	64	83	223	175	78
2015/16	74	54	73	239	197	82
2016/17	56	36	64	239	164	69
2017/18	82	70	85	245	192	78

At school, are you bullied, teased, or picked on?



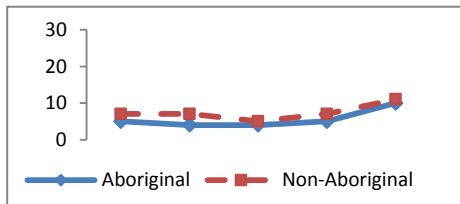
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	62	8	13	237	31	13
2014/15	76	10	13	217	20	9
2015/16	73	9	12	229	15	7
2016/17	55	8	15	240	35	15
2017/18	82	5	6	247	29	12

How many adults at your school care about you? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	64	61	95	243	230	95
2014/15	76	70	92	223	212	95
2015/16	77	74	96	242	234	97
2016/17	65	47	72	236	176	75
2017/18	-	-	-	-	-	-

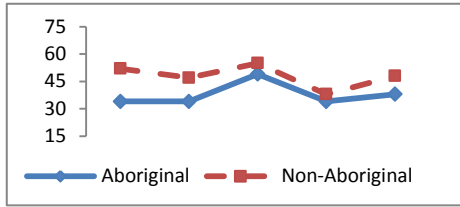
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	60	3	5	235	16	7
2014/15	70	3	4	222	16	7
2015/16	67	3	4	229	12	5
2016/17	63	3	5	238	16	7
2017/18	83	8	10	240	27	11

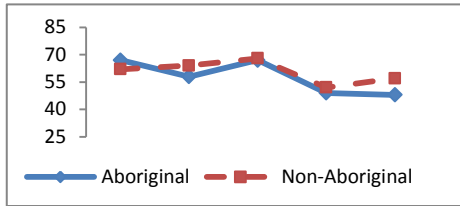
STUDENT LEARNING SURVEY RESULTS, GRADE 7

Do you like school?



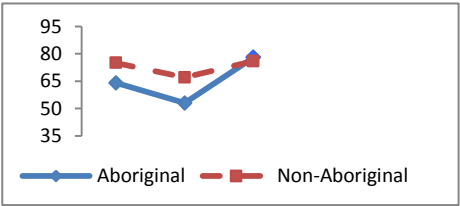
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	53	18	34	232	121	52
2014/15	59	20	34	242	114	47
2015/16	75	37	49	247	135	55
2016/17	67	23	34	236	90	38
2017/18	66	25	38	222	106	48

Do adults in the school treat all students fairly?



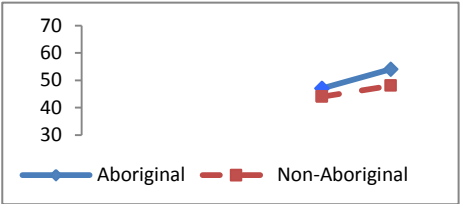
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	55	37	67	229	141	62
2014/15	60	35	58	235	151	64
2015/16	75	50	67	245	166	68
2016/17	67	33	49	236	122	52
2017/18	66	32	48	222	127	57

Do your teachers help you with your schoolwork when you need it?



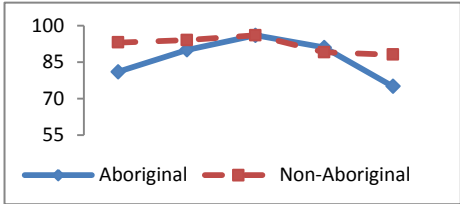
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	55	35	64	232	174	75
2014/15	60	32	53	241	162	67
2015/16	77	60	78	250	190	76
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

How many teachers help you with your schoolwork when you need it?



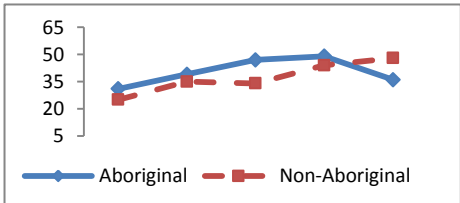
School Year	Aboriginal		Non-Aboriginal	
	Gr 7 Respondents #	All or many	Gr 7 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	66	31 47	235	104 44
2017/18	65	35 54	222	106 48

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	54	44	81	234	218	93
2014/15	60	54	90	242	228	94
2015/16	74	71	96	252	241	96
2016/17	67	61	91	234	208	89
2017/18	65	49	75	220	194	88

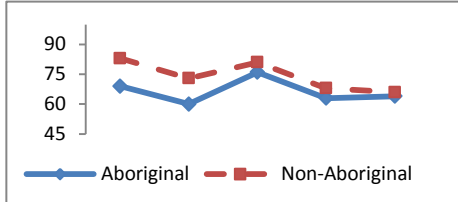
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents #	All of the time or many times		Gr 7 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	54	17	31	223	55	25
2014/15	57	22	39	237	83	35
2015/16	75	35	47	250	85	34
2016/17	67	33	49	235	103	44
2017/18	66	24	36	222	106	48

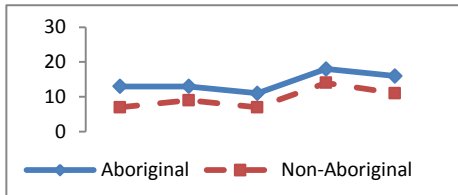
STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

Do you feel safe at school?



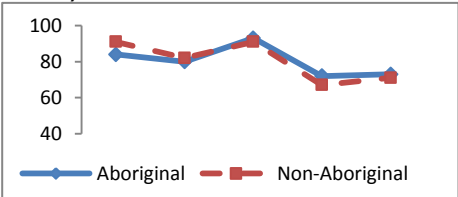
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	54	37	69	229	190	83
2014/15	60	36	60	240	174	73
2015/16	74	56	76	248	200	81
2016/17	68	43	63	232	157	68
2017/18	66	42	64	220	145	66

At school, are you bullied, teased, or picked on?



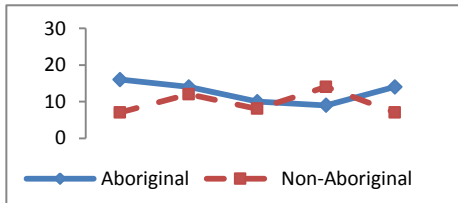
School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	55	7	13	227	15	7
2014/15	60	8	13	242	22	9
2015/16	75	8	11	247	17	7
2016/17	67	12	18	230	32	14
2017/18	64	10	16	220	25	11

How many adults at your school care about you? (Percentage responding 2 adults or more.)



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	Two adults or more		Gr 7 Respondents	Two adults or more	
	#	#	%	#	#	%
2013/14	55	46	84	236	214	91
2014/15	61	49	80	241	198	82
2015/16	76	71	93	253	231	91
2016/17	67	48	72	234	157	67
2017/18	66	48	73	219	155	71

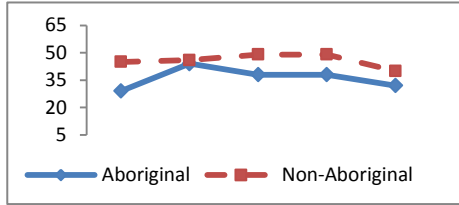
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 7 Respondents	All of the time or many times		Gr 7 Respondents	All of the time or many times	
	#	#	%	#	#	%
2013/14	51	8	16	222	15	7
2014/15	58	8	14	238	28	12
2015/16	73	7	10	240	18	8
2016/17	67	6	9	235	33	14
2017/18	66	9	14	221	15	7

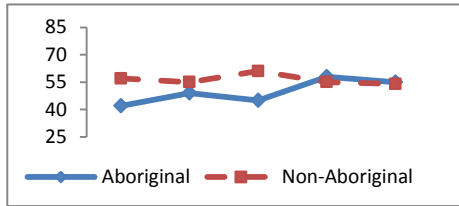
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



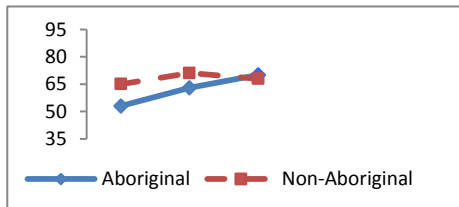
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	66	19	29	231	104	45
2014/15	54	24	44	211	98	46
2015/16	55	21	38	206	101	49
2016/17	24	9	38	100	49	49
2017/18	38	12	32	200	80	40

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	66	28	42	228	131	57
2014/15	57	28	49	210	116	55
2015/16	55	25	45	200	122	61
2016/17	24	14	58	100	55	55
2017/18	38	21	55	201	108	54

Do your teachers help you with your schoolwork when you need it?



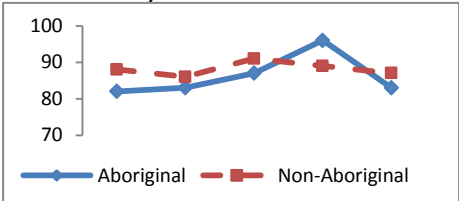
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	66	35	53	225	146	65
2014/15	56	35	63	213	152	71
2015/16	57	40	70	202	138	68
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

How many teachers help you with your schoolwork when you need it?



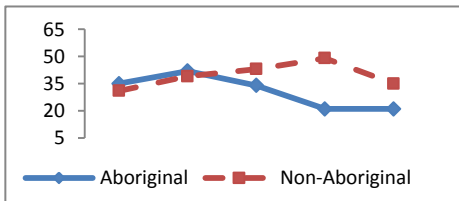
School Year	Aboriginal		Non-Aboriginal	
	Gr 10 Respondents #	All or many	Gr 10 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	24	12 50	100	66 66
2017/18	38	23 61	197	106 54

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	66	54	82	225	197	88
2014/15	54	45	83	207	179	86
2015/16	53	46	87	200	182	91
2016/17	23	22	96	98	87	89
2017/18	36	30	83	193	168	87

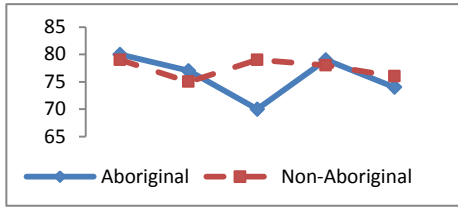
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times		Gr 10 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	66	23	35	217	68	31
2014/15	52	22	42	205	80	39
2015/16	53	18	34	199	86	43
2016/17	24	5	21	100	49	49
2017/18	38	8	21	199	69	35

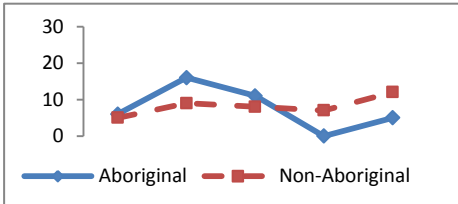
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



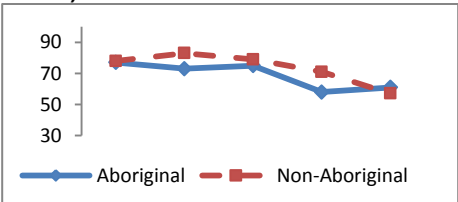
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	66	53	80	228	179	79
2014/15	57	44	77	211	159	75
2015/16	57	40	70	203	160	79
2016/17	24	19	79	99	77	78
2017/18	38	28	74	199	152	76

At school, are you bullied, teased, or picked on?



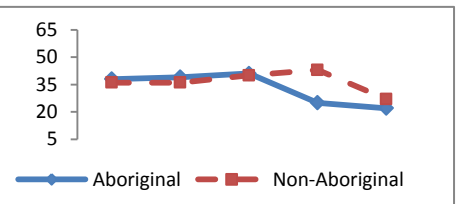
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	65	4	6	228	12	5
2014/15	55	9	16	208	18	9
2015/16	55	6	11	203	16	8
2016/17	24	0	0	99	7	7
2017/18	38	2	5	197	24	12

How many adults at your school care about you? (Percentage responding 2 adults or more.)



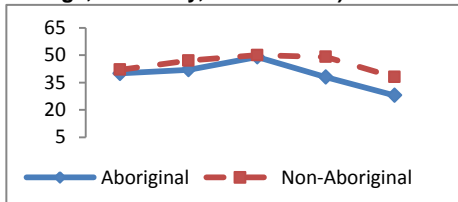
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	Two adults or more # %		Gr 10 Respondents #	Two adults or more # %	
2013/14	65	50	77	226	177	78
2014/15	56	41	73	213	177	83
2015/16	56	42	75	206	163	79
2016/17	24	14	58	100	71	71
2017/18	38	23	61	201	115	57

Are you satisfied that school is preparing you for a job in the future?



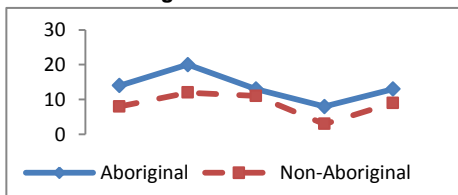
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	65	25	38	227	82	36
2014/15	54	21	39	211	75	36
2015/16	56	23	41	198	79	40
2016/17	24	6	25	99	43	43
2017/18	37	8	22	193	52	27

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	67	27	40	226	96	42
2014/15	55	23	42	207	98	47
2015/16	53	26	49	202	101	50
2016/17	24	9	38	99	49	49
2017/18	36	10	28	195	74	38

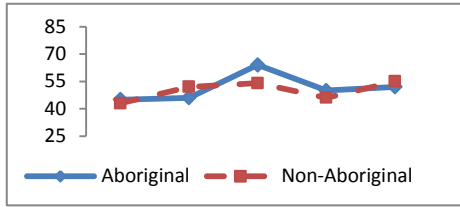
I would like to go to a different school.



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents #	All of the time or many times # %		Gr 10 Respondents #	All of the time or many times # %	
2013/14	66	9	14	219	18	8
2014/15	51	10	20	207	25	12
2015/16	53	7	13	201	23	11
2016/17	24	2	8	100	3	3
2017/18	38	5	13	201	19	9

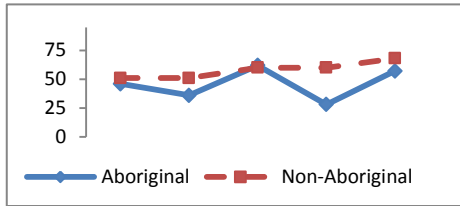
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



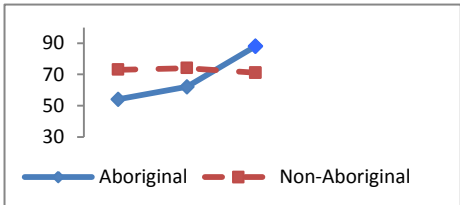
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	38	17	45	198	85	43
2014/15	26	12	46	178	92	52
2015/16	25	16	64	121	65	54
2016/17	18	9	50	82	38	46
2017/18	23	12	52	103	57	55

Do adults in the school treat all students fairly?



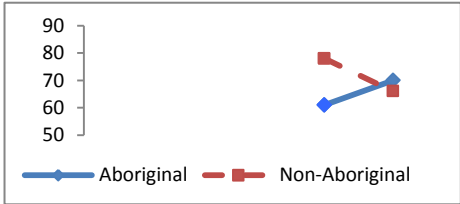
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	37	17	46	194	98	51
2014/15	25	9	36	177	91	51
2015/16	26	16	62	118	71	60
2016/17	18	5	28	82	49	60
2017/18	23	13	57	103	70	68

Do your teachers help you with your schoolwork when you need it?



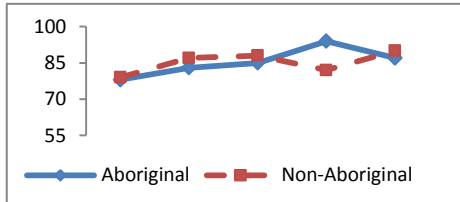
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	39	21	54	199	146	73
2014/15	26	16	62	178	131	74
2015/16	25	22	88	119	85	71
2016/17	-	-	-	-	-	-
2017/18	-	-	-	-	-	-

How many teachers help you with your schoolwork when you need it?



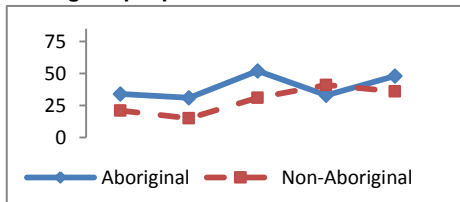
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All or many	Gr 12 Respondents #	All or many
	#	# %	#	# %
2013/14	-	- -	-	- -
2014/15	-	- -	-	- -
2015/16	-	- -	-	- -
2016/17	18	11 61	82	64 78
2017/18	23	16 70	103	68 66

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	37	29	78	194	153	79
2014/15	24	20	83	173	151	87
2015/16	26	22	85	119	105	88
2016/17	18	17	94	82	67	82
2017/18	23	20	87	103	93	90

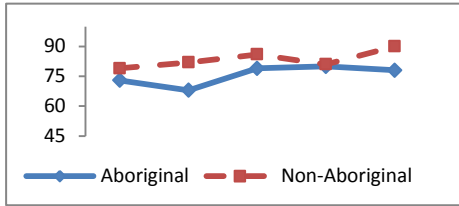
At school, are you being taught about Aboriginal peoples in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2013/14	38	13	34	194	41	21
2014/15	26	8	31	171	26	15
2015/16	25	13	52	120	37	31
2016/17	18	6	33	82	34	41
2017/18	23	11	48	103	37	36

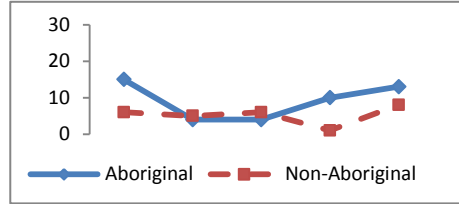
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



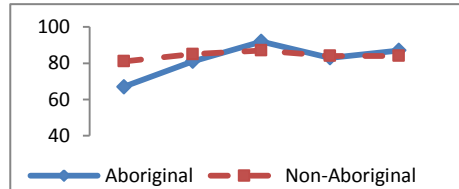
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	37	27 73	193	153 79
2014/15	25	17 68	177	146 82
2015/16	24	19 79	118	101 86
2016/17	20	16 80	80	65 81
2017/18	23	18 78	103	93 90

At school, are you bullied, teased, or picked on?



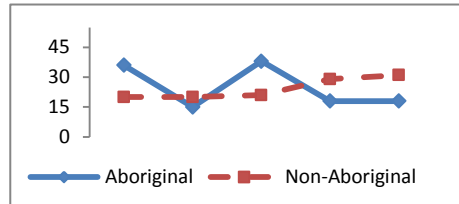
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	39	6 15	193	12 6
2014/15	25	1 4	176	9 5
2015/16	25	1 4	116	7 6
2016/17	20	2 10	80	1 1
2017/18	23	3 13	103	8 8

How many adults at your school care about you? (Percentage responding 2 adults or more.)



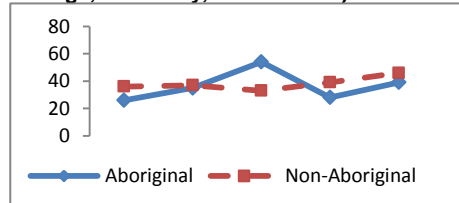
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	Two adults or more # %	Gr 12 Respondents #	Two adults or more # %
2013/14	39	26 67	198	161 81
2014/15	26	21 81	179	152 85
2015/16	26	24 92	120	104 87
2016/17	18	15 83	81	68 84
2017/18	23	20 87	103	87 84

Are you satisfied that school is preparing you for a job in the future?



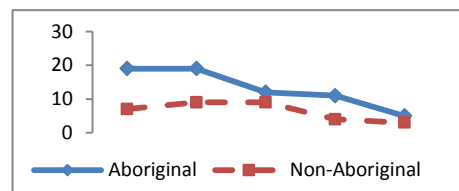
School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	39	14 36	198	40 20
2014/15	26	4 15	173	35 20
2015/16	26	10 38	120	25 21
2016/17	17	3 18	82	24 29
2017/18	22	4 18	102	32 31

Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	39	10 26	196	70 36
2014/15	26	9 35	171	63 37
2015/16	26	14 54	120	39 33
2016/17	18	5 28	82	32 39
2017/18	23	9 39	102	47 46

I would like to go to a different school.



School Year	Aboriginal		Non-Aboriginal	
	Gr 12 Respondents #	All of the time or many times # %	Gr 12 Respondents #	All of the time or many times # %
2013/14	37	7 19	189	14 7
2014/15	26	5 19	174	16 9
2015/16	25	3 12	117	11 9
2016/17	18	2 11	82	3 4
2017/18	22	1 5	103	3 3

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/2004 school year forward. Status Indians are Aboriginal people who meet the requirements of the <i>Indian Act</i> and who are registered under the <i>Act</i> .
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Does not include distributed learning programs or schools.
Completion Rate	See Six-Year Completion Rate .
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Students are <i>eligible to graduate</i> if they have enrolled in sufficient courses to meet the requirements to graduate during that school year.
Enrolment	A record of a student reported to the Ministry as receiving an educational program. A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are working towards graduation. Registered homeschooled children are not included.
Final Mark	The final mark is based on the blend of a student's best course mark and best exam mark. These best marks may have been earned in different school years. Final marks may be greater than either the best exam marks or best course marks observed in the reported year. The final marks are usually derived from a blend of the best exam percent and the best course percent, using a 80/20 mix for Grades 10 and 11, and a 60/40 mix for Grade 12. (The sole exception is BC First Nations Studies 12, or FNS12, which alone of all Grade 12 examinable courses uses the 80/20 mix.)
Grade-to-Grade Transition Rate	The percentage of students who enter a grade for the first time from a lower grade and make a transition to a higher grade anywhere in the British Columbia school system in the following school year.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education upon successful completion of the British Columbia Provincial Graduation Requirements.
Headcount	A count of unique individuals.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a passing grade in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask. When reporting data, the number or percentage must be suppressed (or "masked") if they are elements of a population that is one through nine. For example, 8 students in a school write the Japanese 12 exam. The results for these students are masked. However, if 15 students write the exam in the school, with 8 achieving a letter grade of C, the results are not masked (as the total population is greater than nine). Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations

Off-Reserve Aboriginal Student	Includes only Aboriginal students who attend a school and who live off a reserve.
On-Reserve Aboriginal Student	Includes only Aboriginal students who are Status Indian and living on a reserve and attend a school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participant (Provincial Examination)	A student who responded meaningfully to at least one question in the provincial examination, and is enrolled in the same grade level as the grade level of the examination.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Pass Rate	The number of students who receive a passing letter grade of A, B, C+, C, or C- as their exam mark in a particular year, divided by the number of students who receive a letter grade of A through F as their exam mark in that year. Includes students from all grades who obtained marks in the course of the indicated grade level. This is also known as the "success rate".
Performance (Foundation Skills Assessment)	The student performance levels are: <ul style="list-style-type: none"> • <i>Exceeding Expectations</i> - exceeded the expectations for student's grade • <i>Meeting Expectations</i> - met the accepted expectations for student's grade • <i>Not Yet Meeting Expectations</i> - did not demonstrate sufficient skills to meet the minimum expectations for student's grade.
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board. Types of public schools include: Standard schools; short-term and long-term Provincial Resource Programs; Youth Custody/Residential Attendance Centers; District Continuing Education Centers; Alternate Program Schools, Distributed Learning Schools. Individual schools can only be associated with one District. A School does not include Federal Band schools, offshore schools offering BC educational programs, or Yukon schools. Public school facility types are defined in the Form 1601 instructions. Public school facility types are determined by program (and, in some cases, physical location).
School District	A geographic area in British Columbia constituted as a district under the <i>School Act</i> . There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.
Six-Year Completion Rate	The proportion of students who graduate, with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma, within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. The Six-Year Completion Rate is calculated by using the percentage of students who graduate within six years from the time they enrol in Grade 8, adjusted for migration in and out of BC. A six-year rate provides students with an extra year beyond the five years required to move through Grades 8-12. In this report, when the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).
Special Education Program	A supplemental program provided by schools to assist students, identified as having "special requirements", in achieving a Certificate of Graduation and/or other outcomes as specified in the student's Individual Education Plan (IEP).

Special Needs (in performance-oriented reports)	When the Ministry of Education reports on the performance of students with special needs, only these three groupings are included: <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R) These groupings reflect those students who are working towards a Certificate of Graduation and for whom the Ministry's student achievement measures are most meaningful.
Special Needs Categories	Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)
Student	A school-aged or adult individual enrolled in a BC school. Student populations are calculated by headcount. Registered homeschooled children are not included as students.
Student Cohort	A group of students who share particular characteristics and who are tracked over a period of time.
Subject	In the Provincial Required Examinations reports, "Subject" includes both French and English variants of equivalent curricula, in combination. For example, the subject Principles of Mathematics 10 contains both the English and French variants of the curriculum - respectively, Principles of Mathematics 10 and Principes de mathématiques 10.